Orange County Public Schools

Wekiva High

2015-16 School Improvement Plan

Wekiva High

2501 N HIAWASSEE RD, Apopka, FL 32703

www.ocps.net/lc/north/hwe

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	75%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

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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 frequently 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 celebrations that take place on our campus. Our SAFE Coordinator, in particular, has established a network within our community linking various support agencies, businesses, and church groups with our students. Staff from some of the local churches have stepped forward in becoming mentors to some of our struggling students. 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. A detailed list of "Mustang Expectations" for various locations on campus has been created and shared with students. Copies of the "Mustang Expectations" chart have been posted in the common areas as a visual reminder to students. Periodically, through the morning announcements students and staff are reminded of our "Mustang Expectations" and specific procedures linked to our SAFE School Plan.

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. Classroom Management Plans are built upon the behavioral expectations as outlined in the "Mustang Expectations" chart. 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 as previously mentioned that are communicated to students in the Code of Student Conduct, via PA announcements, and frequent reminders by school personnel in the cafeteria, at school assemblies, and in classrooms. These expectations, using Mustang Manners developed during the opening year of the school as their foundation, include the following: thinking responsibly, having respect, and showing self control in being safe. The school has established a PBS (Positive Behavior System) 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 throughout 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.

One of the district goals has been to decrease the number and percentage of out-of-school suspensions. As a result, we have developed some additional behavioral consequences for student infractions to help in meeting this goal. The administrative team regularly reviews what is working and makes any necessary adjustments to help encourage and support students.

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. One of the most popular, the P.O.P.S. program (Professional Opportunities Program), provides students opportunities to develop job-related skills such as how to prepare an effective resume, how to interview for a job, and how to respond to feedback from a supervisor as well as actual leads in obtaining part-time employment. Embedded within this program is also a focus on character education and career exploration.

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. One particular Dean monitors the attendance of all students closely as his primary responsibility. Additionally, he makes sure that teachers are completing their attendance procedures accurately and in a timely manner. 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. Intensive Reading and

Algebra 1 teachers develop, implement, and analyze the results of common formative and summative assessments in planning for future instruction to meet student needs.

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	169	160	95	111	535
One or more suspensions	119	115	59	37	330
Course failure in ELA or Math	126	135	88	28	377
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	109	112	54	31	306

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
*extended hours in the Media Center to allow students to utilize resources and have internet access
*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 re-teaching using alternative methods
*differentiated instructional interventions based upon student data results
*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, Friday Afternoon School, Saturday School, the P.A.S.S. program)
*use of double block classes for intensive remediation
*implementation of the rotational model in Intensive Reading and Algebra 1 classes
*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 Reading and Algebra Boot Camps 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

One of our priorities is to enhance 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 Agriscience, the P.T.S.A., our School Advisory Council, our Band Booster organization, and the Maroon and Gold Club (athletic 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 five years with our Laser Photonics Magnet Academy and our Agriscience 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:

Name	Title
Erickson, Michele	Principal
Kispert, George	Assistant Principal
Wilson, Demetria	Assistant Principal
Schmidt, David	Assistant Principal
Santana, Kimberly	Assistant Principal
Brown, AskiMelik	Other
Carman, Edward	Other
Ellison, Gwendolynn	Instructional Coach
John, Steve	Attendance/Social Work
Mindermann, Johnathan	Instructional Coach
Miyares, Valerie	Other
Shepherd, Valerie	Instructional Coach
Young, Rhonda	Instructional Coach
Brown-Griffin, Keshia	Dean
Coffey-Wilson, La'Tanya	Dean
Ferreras, Manuel	Dean

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 team leaders, 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. The Deans work closely with teachers in helping to enhance their management skills so that students can meet optimal success in their classrooms. The instructional coaches support and mentor the teachers in their respective departments. Their work includes model teaching, conducting peer observations, researching additional strategies and information to assist teachers, data gathering, facilitating data progress monitoring meetings with PLC teams, and celebrating teacher success.

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. Curriculum Leaders work with school PLC teams and instructional coaches 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. Students with the most severe deficiencies in reading and Algebra 1 are assigned a double block of instruction in their area of need.

All teachers implement standards-based instruction and utilize standards-based grading in evaluating student progress. Teachers work closely with their colleagues in their PLC teams in developing common formative and summative assessments, planning appropriate instructional activities linked to targeted standards, and analyzing student data to plan for appropriate and necessary interventions. Each PLC team is required to meet at least once per week formally; many, however, meet on a more frequent basis.

Funds from the school budget and from facility rental income are used to support professional development activities targeted toward building rigorous instruction to align with state standards and school wide writing improvement. The Principal shares budgetary concerns with the Leadership Team at our weekly meetings and seeks input in making necessary adjustments to the budget. Consideration is always given to how a particular expense supports student achievement and the school improvement goals.

Teacher efforts include engaging 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 ELA and algebra scores continue to show a need for improvement. With the school wide shift in having all teachers plan and implement standards-based instruction, the use of common formative and summative assessments, and standards-based grading practices, we should be more capable of tracking our students' progress linked to targeted standards, providing appropriate differentiated interventions, and, hopefully, increasing our students' skill set and performance.

The focus of our professional development program with teachers is building rigor within instruction. All in-service training sessions will be based upon the theme of "rigor." Training Sessions will be conducted with smaller groups of teachers utilizing PLC teams in designing the groups. This should enhance the effectiveness of our PLC teams. Teachers will conduct focused peer observations on the implementation of rigorous instructional activities and 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 mock writing tests paralleling the design of the FSA ELA Assessment and will be encouraged to participate in special "boot camps" to gain additional practice and preparation in targeted areas. Funds will be allocated to provide teacher stipends for evaluating these writing assignments and facilitating these "boot camps" and for compiling summary commendations and recommendations based upon the writing and "boot camp" 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.

Each Curriculum Leader maintains an inventory of supplies and equipment that are used to support student achievement. The Technology Specialist is responsible for the inventory of all technology equipment. One of the Assistant Principals serves as the Property Manager of the school, responsible for the fixed asset inventory. At any point in time when a fiscal need is noted, the Principal seeks justification of the need based upon its alignment to school improvement goals and student achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Parent
Christine Whitlow	Teacher
Michele Erickson	Principal
Geraldine Williams	Parent
Katie Whitlow	Student
Nell Akoon	Education Support Employee
Ahn Nguyen	Teacher
Cynthia Mercer	Parent
Marta Acosta	Education Support Employee
Laura Wilkinson	Parent
Nagida Mercer	Student
Jennifer Petit-Frere	Parent
Nicolas Melendez Parra	Teacher
Jeneise Brown	Parent
Barbara White	Parent
Delphenia Davis	Teacher
Kimberly May	Business/Community
Bethany Percy	Parent

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 grade10 ELA, Algebra, U.S. History, Biology, and Advanced Placement scores from last year and discussed the degree and fidelity of implementation of the action steps in supporting the targeted goals. Additionally, the Council examined results from the Industry Certification exams. 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 a genuine concern regarding the drop in Algebra EOC scores. SAC had an extended discussion about factors that may have impacted the decrease in these scores. There was agreement regarding the need for strong PLC teams working collaboratively in planning standards-based instruction, ongoing and consistent progress monitoring of student data based upon common formative and summative assessments, and planned differentiated interventions based upon data analysis. SAC noted that teacher use of claim-based writing tasks should continue into the upcoming school year in further preparing for the FSA ELA Assessment. SAC also verbalized concern about the drop in Advanced Placement scores. SAC discussed contributing factors and recommended consideration of obtaining further training for the AP teachers.

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:

Name	Title
Poole, Joyce	Instructional Media
Schmidt, David	Assistant Principal
Erickson, Michele	Principal
Young, Rhonda	Instructional Coach
Shepherd, Valerie	Instructional Coach
Mindermann, Johnathan	Other
Kellen, Michael	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will work with teachers in their PLC teams in examining how they are building and reinforcing students' reading skills within their content area. Discussions will center around the use of targeted questions requiring inferences, supporting data, 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. The LLT will examine data reviews conducted by the Intensive Reading PLC teams and the Language Arts PLC teams to note patterns and trends and

will make recommendations for future direction in instruction.

The LLT will publicize and encourage students to participate in the monthly book club meetings and in the Battle of the Books district competition. They will also explore additional ways to encourage students to read.

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 the other peers in their department. 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. A major focus this year is on the development and implementation of common formative assessments within the PLC teams. Teachers utilize these results to determine the need for enrichment or remediation based upon targeted standards.

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 "Wekivizing" program, facilitated by the school's Curriculum Resource Teacher (CRT) and instructional coaches. This is designed to orient teachers to the school and provide ongoing support. The school also works with the district to offer certification classes on campus in which many teachers enroll. The school's professional development program is built around the central theme of "rigor" and reinforces the concept of collaboration and support within the PLC team. In school support is provided through a variety of additional voluntary professional development activities based on the needs of the staff. Ongoing celebrations, staff events, and tokens of kindness are organized by the school's Positivity Committee in an effort to boost and/or maintain teacher morale.

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 Curriculum Resource Teacher (CRT). The CRT apprises the Leadership Team of any issues or concerns that the mentees may have so that the team can plan additional ways in which to support them. 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 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. Teachers often utilize small group instruction in which they align stronger students with struggling students to establish opportunities for peer tutoring. 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. ESE Support Facilitators work with classroom teachers to determine the most effective strategies and procedures to use in helping to meet the needs of our ESE students.

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: 7,000

Students may participate in tutoring at least three times per week after school. This provides opportunities for both remediation and enrichment. Tutoring is available in all courses. Teachers either establish their own personal tutoring schedule or coordinate a schedule with the other members of their PLC team.

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, EOC pass rates, and student grades will be reviewed to determine the effectiveness of this strategy.

Strategy: Summer Program

Minutes added to school year: 600

The Scholars' Academy implements a three-day camp for incoming 9th grade students who will be joining the program. The camp focuses on familiarizing students with the expectations of the program as well as providing students a simulated research activity involving the use of the Internet.

Strategy Rationale

Students have a greater sense of comfort knowing in advance the expectations and quality of work anticipated in the program.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Charboneau, Brian, brian.charboneau@ocps.net

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

Student survey in the fall and an analysis of first quarter grades of all participants in the camp

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 PERT. or the FSA ELA Assessment (if available).

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Schmidt, David, david.schmidt@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, PERT, or the FSA ELA Assessment

Strategy: Summer Program

Minutes added to school year: 300

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

Strategy Rationale

By providing teachers focused training in a high-needs area during the Pre-Planning Week, 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. 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 graduation requirements are explained and opening day procedures are outlined. Included in this program is a student-led orientation for incoming 9th graders and new students.

Once school officially begins, counselors meet again with 9th graders and with 12th graders through Language Arts classes to address critical information pertaining to each respective cohort and to answer questions they may have. Counselors monitor first quarter progress reports and hold either individual or small group meetings to facilitate discussion and to provide recommendations regarding academic support for students in danger of failing. 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. During the year counselors monitor the performance of their 12th grade students, hold additional conferences, and conduct a graduation credit check conference with each student to ensure he/she is on track to graduate. Counselors explore alternatives for seniors who have deficiencies and establish a plan of action with these seniors and their parents/guardians.

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 Scholar Academy program encourages students to take advanced placement courses, and offers 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, Technology Design, Health Science, AFJROTC, Agriscience, TV Production, Electronics, Digital Media 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 team 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. Each of the career and technical education program teachers create and administer two mock exams that mirror the questions and content of their respective industry certification exams. Students are able to earn industry certification through the following state-approved exams: Autodesk Certified User: AutoCAD, Adobe Certified Associate Visual Communication with Adobe Photoshop, Adobe Certified Associate Video Communication with Adobe Premiere Pro, Agricultural Technician Certification, Certified Horticulture Professional, Electronics Systems Associate, Certified Food Protection Manager (ServSafe), Certified Internet Web - Internet Business Associate, and Certified Medical Administrative Assistant.

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. Our Agriscience program offers a dual pathway for students in the agricultural field; students may focus on horticulture or animal care. Within this program are additional opportunities for growth through participation in the Future Farmers of America Association in which students engage in career development activities and competitions. The Agriscience program has applied to become a magnet program within our district beginning during the 2016-2017 school year; we are awaiting final approval. When that occurs, the program will begin to infuse more of a biotechnology focus.

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 2013 indicated the following notable data:
Percent of 2013 graduates with a standard high school diploma who took the SAT/ACT/CPT/PERT, entered a public college or university in Florida in the year following graduation, and scored at or above college-level cut scores:
67.9% Math 80.3% Reading 80.2% Writing 58.7% All Three Subjects
These numbers are generally lower than percentages in the district and across the state with the exception of Writing in the district.
Currently, students in grade 11 in December take the PERT (Post-Secondary Education Readiness Test) which provides each student a score in reading, writing, and mathematics. Students who do not pass the PERT 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. Within both of these courses students utilize an on-line software package that provides sample practice test items and tests. As a result, students and teachers can track progress over time based upon specific targeted standards. Wekiva also offers an ACT/SAT Preparation course so that students can prepare to meet the rigor of these admission exams.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Strengths: strong Biology & U.S. History PLC Teams resulting in increase in EOC scores
Areas of Need: ELA and Algebra scores display a need for focused instruction based upon deficient areas, stronger PLC efforts, and differentiated interventions based upon thorough analysis of formative and summative data

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Both the Biology and U.S. History PLC teams during the 2014-2015 school year designed and implemented standards-based instruction. Each team collaborated well to meet student needs. Ongoing progress monitoring of student data drove the instructional focus. Reteaching and recycling of standards within instruction occurred frequently. As a result, students performed well, generally, on the EOC's. In fact, there seems to be a direct correlation between the grades students earned in these classes and their score on the EOC.
Many Language Arts teachers struggled in 2014-2015 with the implementation of a new curriculum linked to the standards. Intensive Reading teachers attempted to implement the Read 180 program and Achieve 3000 with fidelity; however, they faced frustrated students who were very accustomed to failure in the area of reading over the years. Consistency in instruction was challenging for the Algebra 1 PLC team as we experienced the loss of one teacher and another who had significant attendance problems. Within all three content areas the level of collaboration and the degree of data analysis and planned interventions based upon the ongoing progress monitoring was not sufficient to improve student achievement in these areas.

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 teacher retention by building a supportive environment for high expectations, resulting in increases in student achievement. (OCPS Division Priority: Invest in Human Capital)

G2.   Improve student achievement. (OCPS Division Priority: Accelerate Student Performance)

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 teacher retention by building a supportive environment for high expectations, resulting in increases in student achievement. (OCPS Division Priority: Invest in Human Capital) 1a

🔍 G073169

Targets Supported 1b

Indicator	Annual Target
Teacher attendance rate	97.0
Effective+ Teachers (Performance Rating)	80.0
Teachers with advanced degrees	56.0
Reading Endorsed	20.0
ESOL Endorsed	25.0

Resources Available to Support the Goal 2

- Hosting Reading/ELL endorsement classes at Wekiva after work hours

- Opportunities for training based upon instructional needs

- Rich digital/print resources

- Rewards for teachers with excellent attendance patterns

- Focused, actionable feedback to struggling teachers with opportunities for peer observations

Targeted Barriers to Achieving the Goal 3

- Some teachers develop the habit of missing work on Fridays or Mondays on a frequent basis. This sends an unspoken message to students about the level of professionalism. It also impacts student performance with the number of substitute teachers on campus on Fridays or Mondays.

- Teachers earning less than an effective final instructional score on their assessment provide less than adequate instruction to students. As a result, their students' performance may be at unacceptable standards.

Plan to Monitor Progress Toward G1. 8

We will conduct a set of teacher surveys which aim at teacher morale and their sense of support provided by administration and support staff.

Person Responsible
David Schmidt

Schedule
Quarterly, from 10/23/2015 to 6/10/2016

Evidence of Completion
Compiled results of teacher surveys, review of grade distributions of teachers with concerned attendance patterns but show improvement, review of i-Observation data of teachers with targeted special areas of need

G2. Improve student achievement. (OCPS Division Priority: Accelerate Student Performance) `1a`

Targets Supported `1b`

🔍 G073170

Indicator	Annual Target
Bio I EOC Pass	80.0
Algebra I EOC Pass Rate	60.0
AMO Math - All Students	57.0
Geometry EOC Pass Rate	70.0
U.S. History EOC Pass	80.0
FSA English Language Arts - Achievement	60.0
AMO Reading - All Students	67.0
ELA/Reading Lowest 25% Gains	50.0

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.
- Teachers do not utilize the results of formative assessments to differentiate instruction based upon student needs.
- Most PLC teams do not think outside the box in planning appropriate instructional interventions.

Plan to Monitor Progress Toward G2. `8`

We will compile data results from PLC team-created formative and summative assessments.

Person Responsible
Michele Erickson

Schedule
Biweekly, from 9/8/2015 to 6/10/2016

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 9/22/2015 to 4/29/2016

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 reviews 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 teacher retention by building a supportive environment for high expectations, resulting in increases in student achievement. (OCPS Division Priority: Invest in Human Capital) 1

🔑 G073169

G1.B1 Some teachers develop the habit of missing work on Fridays or Mondays on a frequent basis. This sends an unspoken message to students about the level of professionalism. It also impacts student performance with the number of substitute teachers on campus on Fridays or Mondays. 2

🔑 B191144

G1.B1.S1 Initiate an incentive program to highlight and reward teachers with excellent attendance at work. 4

🔑 S202606

Strategy Rationale

By focusing attention to positive work habits, these will be the norm/expectation that is established across the faculty.

Action Step 1 5

Brainstorm a list of possible incentives that could be used to encourage teacher attendance especially on Fridays and Mondays.

Person Responsible

David Schmidt

Schedule

On 8/28/2015

Evidence of Completion

Completed list of ideas generated in priority order

Action Step 2 `5`

Establish and implement an incentive program to encourage teacher attendance that may include but is not limited to special edible treats to acknowledge patterns and trends, special parking privileges on campus, reduced/free admission to movies/community events, etc.

Person Responsible

David Schmidt

Schedule

Every 3 Weeks, from 9/21/2015 to 5/27/2016

Evidence of Completion

E-mail correspondence & list of incentives used along with dates assigned

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

Discuss the creation and implementation of the Teacher Attendance Incentive Program as part of the weekly agenda of the Leadership Team meeting.

Person Responsible

David Schmidt

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Agendas & Minutes of weekly Leadership Team meetings

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

We will track the attendance of teachers on a weekly basis with a special focus on Fridays and Mondays.

Person Responsible

Michele Erickson

Schedule

Biweekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Teacher Attendance Data Table/Graph and minutes from Leadership Team meetings displaying decisions made based upon the data

G1.B4 Teachers earning less than an effective final instructional score on their assessment provide less than adequate instruction to students. As a result, their students' performance may be at unacceptable standards. 2

🔍 B191147

G1.B4.S3 Administrators and instructional coaches will develop action plans with struggling teachers to support their improvement. 4

🔍 S202610

Strategy Rationale

By creating an action plan specifically designed for an individual struggling teacher, administrators and instructional coaches can focus on an area of need and can include a wide span of activities that may include but not be limited to peer observations, research, model teaching, and small group focused training.

Action Step 1 5

Administrators and Instructional Coaches conduct classroom walk-throughs and non-evaluative informal observations to note general strengths and weaknesses of teachers.

Person Responsible

Michele Erickson

Schedule

Weekly, from 8/26/2015 to 9/18/2015

Evidence of Completion

Personal observation notes, i-Observation feedback posted

Action Step 2 5

Administrators and Instructional Coaches categorize teachers based upon specific areas of need determined as a result of classroom walk-throughs and informal observations.

Person Responsible

Johnathan Mindermann

Schedule

On 9/25/2015

Evidence of Completion

Excel Spreadsheet listing teachers with special needs and observers

Action Step 3 `5`

Administrators & Instructional Coaches develop and implement specific plans targeting areas of need and supporting teachers. Activities can include but not be limited to securing substitutes to allow for additional planning and peer observations, conducting research on a targeted strategy, co-teaching a lesson with instructional coaches, etc.

Person Responsible

Michele Erickson

Schedule

Biweekly, from 9/28/2015 to 4/29/2016

Evidence of Completion

E-mail correspondence, professional journal articles, calendar of meetings, documented i-Observation conferences and discussions

Action Step 4 `5`

Administrators and Instructional Coaches gather input from teachers who receive targeted support in an area of need to assess the quality and value of efforts exerted.

Person Responsible

Johnathan Mindermann

Schedule

Quarterly, from 11/2/2015 to 4/29/2016

Evidence of Completion

Actual survey used and compiled results from feedback generated

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

As part of the weekly Leadership Team meeting, the plan for supporting teachers with special areas of need will be discussed and adjustments will be determined based upon the resulting discussion.

Person Responsible

Johnathan Mindermann

Schedule

Weekly, from 9/28/2015 to 4/29/2016

Evidence of Completion

Copies of the agenda and minutes from the weekly Leadership Team meetings

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Once the individual teacher action plans are implemented, follow-up observations will take place targeting the deficient area of need,.

Person Responsible

Johnathan Mindermann

Schedule

Every 3 Weeks, from 11/2/2015 to 4/29/2016

Evidence of Completion

i-Observation feedback from documented observations; student grade distributions of targeted teachers/classes

G2. Improve student achievement. (OCPS Division Priority: Accelerate Student Performance) `1`

🔍 G073170

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`

🔍 B191149

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

🔍 S202612

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 9/14/2015

Evidence of Completion

Sample data used in data analysis meeting with the Leadership Team

Action Step 2 5

Instructional coaches meet with assigned PLC teams and conduct progress monitoring sessions based upon student results from formative and summative assessments..

Person Responsible

Michele Erickson

Schedule

Biweekly, from 9/21/2015 to 6/10/2016

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 10/5/2015 to 6/10/2016

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 9/28/2015 to 6/10/2016

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, curriculum leaders, and instructional coaches will apprise the Leadership Team of patterns of growth.

Person Responsible

Michele Erickson

Schedule

Every 3 Weeks, from 9/21/2015 to 6/10/2016

Evidence of Completion

Compiled data over time tracking student results on formative and summative assessments

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`

`B191150`

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`

`S202615`

Strategy Rationale

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`

PLC Team members deconstruct the standards and create a bank of linked test items to be used for formative and summative assessments within the unit of instruction.

Person Responsible

Rhonda Young

Schedule

Every 3 Weeks, from 9/8/2015 to 6/3/2016

Evidence of Completion

PLC Team meeting notes, PLC team bank of test items shared with team members within Edmodo

Action Step 2 `5`

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

Person Responsible

Rhonda Young

Schedule

Every 3 Weeks, from 9/14/2015 to 6/10/2016

Evidence of Completion

Performance Matters reports of assessment results

Action Step 3 `5`

PLC teams compare results by standards from PLC team-created formative and summative assessments.

Person Responsible

Rhonda Young

Schedule

Every 3 Weeks, from 9/14/2015 to 6/10/2016

Evidence of Completion

Data analysis reports comparing assessment results linked to specific standards & 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, instructional coaches meetings, and curriculum leaders meetings

Person Responsible

Michele Erickson

Schedule

Weekly, from 9/21/2015 to 6/10/2016

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 9/21/2015 to 6/10/2016

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`

🔧 B191151

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

🔧 S202619

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 9/21/2015 to 6/10/2016

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 10/1/2015 to 6/10/2016

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 9/1/2015 to 6/10/2016

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 as part of weekly Leadership Team meetings.

Person Responsible

Michele Erickson

Schedule

Weekly, from 9/14/2015 to 6/10/2016

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`

Compare the student-centered instruction as observed and noted in lesson plans as part of the weekly leadership team meetings and discuss how to enhance it.

Person Responsible

Michele Erickson

Schedule

Weekly, from 9/21/2015 to 6/10/2016

Evidence of Completion

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

G2.B4 Teachers do not utilize the results of formative assessments to differentiate instruction based upon student needs. `2`

🔍 B191152

G2.B4.S1 PLC Team Leaders with the assistance of instructional coaches should facilitate discussions of categorizing the results from assessments with PLC team members. `4`

🔍 S202620

Strategy Rationale

The PLC teams need to distinguish among the varying ability levels and needs of their students.

Action Step 1 `5`

PLC Team Leaders and Instructional Coaches present student data in a variety of formats to allow team members to manipulate the data to categorize students into appropriate groups.

Person Responsible

Rhonda Young

Schedule

Every 3 Weeks, from 9/14/2015 to 6/10/2016

Evidence of Completion

PLC team meeting collaboration notes; copies of examined data

Action Step 2 `5`

PLC team members determine appropriate small group instructional interventions.

Person Responsible

Rhonda Young

Schedule

Every 3 Weeks, from 9/14/2015 to 6/10/2016

Evidence of Completion

PLC team meeting collaboration notes; copies of instructional plans and/or small group activities

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Instructional Coaches and Curriculum Leaders will share the results of PLC team collaboration regarding grouping strategies and differentiated instruction at Curriculum Leaders meetings

Person Responsible

Michele Erickson

Schedule

Monthly, from 9/16/2015 to 6/8/2016

Evidence of Completion

Agendas and minutes from Curriculum Leaders meetings; sample data reports/differentiated plans

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Administrators and Instructional Coaches will review minutes from PLC Team meetings and engage in discussion with PLC teams having difficulty in analyzing the data and creating appropriate, scaffolded interventions based upon need.

Person Responsible

George Kispert

Schedule

On 6/3/2016

Evidence of Completion

PLC Team Meeting Notes; Leadership Team Agendas, Curriculum Leader Meeting Minutes

G2.B5 Most PLC teams do not think outside the box in planning appropriate instructional interventions. 2

B191153

G2.B5.S1 Instructional coaches facilitate a brainstorming session with PLC teams based upon their first set of student learning data in which team members generate possible instructional interventions. 4

S202622

Strategy Rationale

By having our instructional coaches facilitate this initial session, he/she can affirm and encourage suggested "creative" interventions and add some ideas for the teams to consider.

Action Step 1 5

The Leadership Team meets with the Instructional Coaches to discuss their role in facilitating effectively a focused progress monitoring meeting with PLC team members.

Person Responsible

Michele Erickson

Schedule

On 9/9/2015

Evidence of Completion

Agenda, minutes, and suggested list of interventions from this meeting

Action Step 2 5

Instructional Coaches implement sessions with PLC teams and participate in a debriefing session with the Leadership Team regarding the results.

Person Responsible

Michele Erickson

Schedule

On 9/25/2015

Evidence of Completion

Agenda and PLC Team meeting notes; list of discussed interventions

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Each Instructional Coach will prepare a detailed summary report of these brainstorming sessions held with their PLC teams and share at a weekly Leadership Team meeting.

Person Responsible

Rhonda Young

Schedule

On 10/9/2015

Evidence of Completion

Agenda and minutes of weekly Leadership Team meetings

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

The Principal and Leadership Team members will acknowledge the most "out of the box" possible interventions that the Instructional Coaches share from their brainstorming session with PLC team members.

Person Responsible

Michele Erickson

Schedule

On 10/9/2015

Evidence of Completion

Agenda and minutes from 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
G1.B1.S1.A1	Brainstorm a list of possible incentives that could be used to encourage teacher attendance especially on Fridays and Mondays.	Schmidt, David	8/17/2015	Completed list of ideas generated in priority order	8/28/2015 one-time
G1.B4.S3.A1	Administrators and Instructional Coaches conduct classroom walk-throughs and non-evaluative informal observations to note general strengths and weaknesses of teachers.	Erickson, Michele	8/26/2015	Personal observation notes, i-Observation feedback posted	9/18/2015 weekly
G2.B1.S1.A1	Ensure that each assistant principal and instructional coach can analyze data from assessment results and can	Erickson, Michele	9/14/2015	Sample data used in data analysis meeting with the Leadership Team	9/14/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	facilitate progress monitoring discussions with their PLC teams.				
G2.B2.S2.A1	PLC Team members deconstruct the standards and create a bank of linked test items to be used for formative and summative assessments within the unit of instruction.	Young, Rhonda	9/8/2015	PLC Team meeting notes, PLC team bank of test items shared with team members within Edmodo	6/3/2016 every-3-weeks
G2.B3.S4.A1	Provide teachers the opportunity to observe other teachers utilizing rotational rounds and other small group instructional practices.	Kispert, George	9/21/2015	PLC team collaboration notes & requests for TDY substitute time	6/10/2016 monthly
G2.B4.S1.A1	PLC Team Leaders and Instructional Coaches present student data in a variety of formats to allow team members to manipulate the data to categorize students into appropriate groups.	Young, Rhonda	9/14/2015	PLC team meeting collaboration notes; copies of examined data	6/10/2016 every-3-weeks
G2.B5.S1.A1	The Leadership Team meets with the Instructional Coaches to discuss their role in facilitating effectively a focused progress monitoring meeting with PLC team members.	Erickson, Michele	9/9/2015	Agenda, minutes, and suggested list of interventions from this meeting	9/9/2015 one-time
G1.B1.S1.A2	Establish and implement an incentive program to encourage teacher attendance that may include but is not limited to special edible treats to acknowledge patterns and trends, special parking privileges on campus, reduced/free admission to movies/ community events, etc.	Schmidt, David	9/21/2015	E-mail correspondence & list of incentives used along with dates assigned	5/27/2016 every-3-weeks
G1.B4.S3.A2	Administrators and Instructional Coaches categorize teachers based upon specific areas of need determined as a result of classroom walk-throughs and informal observations.	Mindermann, Johnathan	9/21/2015	Excel Spreadsheet listing teachers with special needs and observers	9/25/2015 one-time
G2.B1.S1.A2	Instructional coaches meet with assigned PLC teams and conduct progress monitoring sessions based upon student results from formative and summative assessments..	Erickson, Michele	9/21/2015	PLC team collaboration notes and copies of compiled data	6/10/2016 biweekly
G2.B2.S2.A2	Instructional coaches input assessment items directly linked to the components of the standards in Performance Matters.	Young, Rhonda	9/14/2015	Performance Matters reports of assessment results	6/10/2016 every-3-weeks
G2.B3.S4.A2	Provide teachers the opportunity to obtain training on cooperative learning	Kispert, George	10/1/2015	professional development requests for TDY substitute time	6/10/2016 semiannually
G2.B4.S1.A2	PLC team members determine appropriate small group instructional interventions.	Young, Rhonda	9/14/2015	PLC team meeting collaboration notes; copies of instructional plans and/or small group activities	6/10/2016 every-3-weeks
G2.B5.S1.A2	Instructional Coaches implement sessions with PLC teams and participate in a debriefing session with the Leadership Team regarding the results.	Erickson, Michele	9/14/2015	Agenda and PLC Team meeting notes; list of discussed interventions	9/25/2015 one-time
G1.B4.S3.A3	Administrators & Instructional Coaches develop and implement specific plans targeting areas of need and supporting teachers. Activities can include but not be limited to securing substitutes to allow for additional planning and peer observations, conducting research on a	Erickson, Michele	9/28/2015	E-mail correspondence, professional journal articles, calendar of meetings, documented i-Observation conferences and discussions	4/29/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	targeted strategy, co-teaching a lesson with instructional coaches, etc.				
G2.B1.S1.A3	Data-sharing sessions with the Leadership Team	Erickson, Michele	10/5/2015	Compiled data and notes from progress monitoring sessions	6/10/2016 biweekly
G2.B2.S2.A3	PLC teams compare results by standards from PLC team-created formative and summative assessments.	Young, Rhonda	9/14/2015	Data analysis reports comparing assessment results linked to specific standards & collaboration notes from PLC team meetings	6/10/2016 every-3-weeks
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	9/1/2015	Documented lesson plans in SharePoint and teacher observation reports in i-Observation	6/10/2016 weekly
G1.B4.S3.A4	Administrators and Instructional Coaches gather input from teachers who receive targeted support in an area of need to assess the quality and value of efforts exerted.	Mindermann, Johnathan	11/2/2015	Actual survey used and compiled results from feedback generated	4/29/2016 quarterly
G1.MA1	We will conduct a set of teacher surveys which aim at teacher morale and their sense of support provided by administration and support staff.	Schmidt, David	10/23/2015	Compiled results of teacher surveys, review of grade distributions of teachers with concerned attendance patterns but show improvement, review of i-Observation data of teachers with targeted special areas of need	6/10/2016 quarterly
G1.B1.S1.MA1	We will track the attendance of teachers on a weekly basis with a special focus on Fridays and Mondays.	Erickson, Michele	9/28/2015	Teacher Attendance Data Table/Graph and minutes from Leadership Team meetings displaying decisions made based upon the data	5/27/2016 biweekly
G1.B1.S1.MA1	Discuss the creation and implementation of the Teacher Attendance Incentive Program as part of the weekly agenda of the Leadership Team meeting.	Schmidt, David	9/28/2015	Agendas & Minutes of weekly Leadership Team meetings	5/27/2016 weekly
G1.B4.S3.MA1	Once the individual teacher action plans are implemented, follow-up observations will take place targeting the deficient area of need,.	Mindermann, Johnathan	11/2/2015	i-Observation feedback from documented observations; student grade distributions of targeted teachers/classes	4/29/2016 every-3-weeks
G1.B4.S3.MA1	As part of the weekly Leadership Team meeting, the plan for supporting teachers with special areas of need will be discussed and adjustments will be determined based upon the resulting discussion.	Mindermann, Johnathan	9/28/2015	Copies of the agenda and minutes from the weekly Leadership Team meetings	4/29/2016 weekly
G2.MA1	We will compile data results from PLC team-created formative and summative assessments.	Erickson, Michele	9/8/2015	PLC team collaboration notes and weekly leadership team meeting agendas and notes	6/10/2016 biweekly
G2.MA2	Examine i-Observation reports and data.	Erickson, Michele	9/22/2015	Principal summary of patterns & trends to curriculum leaders & instructional coaches based upon weekly analyses of i-Observation reports and discussions of lesson plan reviews by the assistant principals	4/29/2016 weekly
G2.B1.S1.MA1	PLC teams will track data over time to determine growth; assistant principals, curriculum leaders, and instructional coaches will apprise the Leadership Team of patterns of growth.	Erickson, Michele	9/21/2015	Compiled data over time tracking student results on formative and summative assessments	6/10/2016 every-3-weeks
G2.B1.S1.MA1	Include the sharing of progress monitoring sessions as a regular agenda item at weekly Leadership Team meetings.	Erickson, Michele	9/28/2015	Gather compiled data that is shared along with notes which summarize the PLC team discussion and instructional decisions.	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.MA1	Administrators and Instructional Coaches will review minutes from PLC Team meetings and engage in discussion with PLC teams having difficulty in analyzing the data and creating appropriate, scaffolded interventions based upon need.	Kispert, George	9/14/2015	PLC Team Meeting Notes; Leadership Team Agendas, Curriculum Leader Meeting Minutes	6/3/2016 one-time
G2.B4.S1.MA1	Instructional Coaches and Curriculum Leaders will share the results of PLC team collaboration regarding grouping strategies and differentiated instruction at Curriculum Leaders meetings	Erickson, Michele	9/16/2015	Agendas and minutes from Curriculum Leaders meetings; sample data reports/differentiated plans	6/8/2016 monthly
G2.B5.S1.MA1	The Principal and Leadership Team members will acknowledge the most "out of the box" possible interventions that the Instructional Coaches share from their brainstorming session with PLC team members.	Erickson, Michele	9/28/2015	Agenda and minutes from Leadership Team meetings	10/9/2015 one-time
G2.B5.S1.MA1	Each Instructional Coach will prepare a detailed summary report of these brainstorming sessions held with their PLC teams and share at a weekly Leadership Team meeting.	Young, Rhonda	9/28/2015	Agenda and minutes of weekly Leadership Team meetings	10/9/2015 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	9/21/2015	Weekly agendas from leadership team and instructional coaches meetings	6/10/2016 weekly
G2.B2.S2.MA1	Ongoing agenda item at weekly leadership team meetings, instructional coaches meetings, and curriculum leaders meetings	Erickson, Michele	9/21/2015	Discussions noted on the agenda for all meetings with follow-up notes/ emails	6/10/2016 weekly
G2.B3.S4.MA1	Compare the student-centered instruction as observed and noted in lesson plans as part of the weekly leadership team meetings and discuss how to enhance it.	Erickson, Michele	9/21/2015	agendas and summary i-observation data from weekly leadership team meetings	6/10/2016 weekly
G2.B3.S4.MA1	Principal, assistant principals, & instructional coaches will discuss patterns and trends in reviewing teacher lesson plans and observed classes as part of weekly Leadership Team meetings.	Erickson, Michele	9/14/2015	Summary information based upon lesson plan review and i-Observation report data	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To improve teacher retention by building a supportive environment for high expectations, resulting in increases in student achievement. (OCPS Division Priority: Invest in Human Capital)

G1.B1 Some teachers develop the habit of missing work on Fridays or Mondays on a frequent basis. This sends an unspoken message to students about the level of professionalism. It also impacts student performance with the number of substitute teachers on campus on Fridays or Mondays.

G1.B1.S1 Initiate an incentive program to highlight and reward teachers with excellent attendance at work.

PD Opportunity 1

Brainstorm a list of possible incentives that could be used to encourage teacher attendance especially on Fridays and Mondays.

Facilitator

David Schmidt/Christina Gary

Participants

Leadership Team members & Positivity Committee members

Schedule

On 8/28/2015

PD Opportunity 2

Establish and implement an incentive program to encourage teacher attendance that may include but is not limited to special edible treats to acknowledge patterns and trends, special parking privileges on campus, reduced/free admission to movies/community events, etc.

Facilitator

David Schmidt/Christina Gary

Participants

Teachers

Schedule

Every 3 Weeks, from 9/21/2015 to 5/27/2016

G1.B4 Teachers earning less than an effective final instructional score on their assessment provide less than adequate instruction to students. As a result, their students' performance may be at unacceptable standards.

G1.B4.S3 Administrators and instructional coaches will develop action plans with struggling teachers to support their improvement.

PD Opportunity 1

Administrators and Instructional Coaches conduct classroom walk-throughs and non-evaluative informal observations to note general strengths and weaknesses of teachers.

Facilitator

Johnathan Mindermann

Participants

Teachers

Schedule

Weekly, from 8/26/2015 to 9/18/2015

PD Opportunity 2

Administrators and Instructional Coaches categorize teachers based upon specific areas of need determined as a result of classroom walk-throughs and informal observations.

Facilitator

Johnathan Mindermann

Participants

Administrators & Instructional Coaches

Schedule

On 9/25/2015

PD Opportunity 3

Administrators & Instructional Coaches develop and implement specific plans targeting areas of need and supporting teachers. Activities can include but not be limited to securing substitutes to allow for additional planning and peer observations, conducting research on a targeted strategy, co-teaching a lesson with instructional coaches, etc.

Facilitator

Johnathan Mindermann

Participants

Teachers of Need

Schedule

Biweekly, from 9/28/2015 to 4/29/2016

PD Opportunity 4

Administrators and Instructional Coaches gather input from teachers who receive targeted support in an area of need to assess the quality and value of efforts exerted.

Facilitator

Johnathan Mindermann

Participants

Teachers receiving targeted assistance

Schedule

Quarterly, from 11/2/2015 to 4/29/2016

G2. Improve student achievement. (OCPS Division Priority: Accelerate Student Performance)

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 9/14/2015

PD Opportunity 2

Data-sharing sessions with the Leadership Team

Facilitator

Michele Erickson

Participants

Principal, assistant principals, curriculum leaders, & instructional coaches

Schedule

Biweekly, from 10/5/2015 to 6/10/2016

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

PLC Team members deconstruct the standards and create a bank of linked test items to be used for formative and summative assessments within the unit of instruction.

Facilitator

Rhonda Young

Participants

all instructional coaches and PLC team members

Schedule

Every 3 Weeks, from 9/8/2015 to 6/3/2016

PD Opportunity 2

PLC teams compare results by standards from PLC team-created formative and summative assessments.

Facilitator

Rhonda Young

Participants

all instructional coaches and PLC team members

Schedule

Every 3 Weeks, from 9/14/2015 to 6/10/2016

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 10/1/2015 to 6/10/2016

G2.B4 Teachers do not utilize the results of formative assessments to differentiate instruction based upon student needs.

G2.B4.S1 PLC Team Leaders with the assistance of instructional coaches should facilitate discussions of categorizing the results from assessments with PLC team members.

PD Opportunity 1

PLC Team Leaders and Instructional Coaches present student data in a variety of formats to allow team members to manipulate the data to categorize students into appropriate groups.

Facilitator

Rhonda Young

Participants

PLC Team Leaders, Instructional Coaches, PLC team members

Schedule

Every 3 Weeks, from 9/14/2015 to 6/10/2016

PD Opportunity 2

PLC team members determine appropriate small group instructional interventions.

Facilitator

Rhonda Young

Participants

PLC Team Leaders, Instructional Coaches, & PLC team members

Schedule

Every 3 Weeks, from 9/14/2015 to 6/10/2016

G2.B5 Most PLC teams do not think outside the box in planning appropriate instructional interventions.

G2.B5.S1 Instructional coaches facilitate a brainstorming session with PLC teams based upon their first set of student learning data in which team members generate possible instructional interventions.

PD Opportunity 1

The Leadership Team meets with the Instructional Coaches to discuss their role in facilitating effectively a focused progress monitoring meeting with PLC team members.

Facilitator

George Kispert

Participants

Leadership Team Members

Schedule

On 9/9/2015

PD Opportunity 2

Instructional Coaches implement sessions with PLC teams and participate in a debriefing session with the Leadership Team regarding the results.

Facilitator

George Kispert

Participants

PLC Team members & members of the Leadership Team

Schedule

On 9/25/2015

Technical Assistance Items

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

G2. Improve student achievement. (OCPS Division Priority: Accelerate Student Performance)

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

Instructional coaches meet with assigned PLC teams and conduct progress monitoring sessions based upon student results from formative and summative assessments..

Facilitator

Johnathan Mindermann

Participants

Instructional coaches and PLC teams

Schedule

Biweekly, from 9/21/2015 to 6/10/2016

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

Rhonda Young

Participants

all instructional coaches & PLC team members

Schedule

Every 3 Weeks, from 9/14/2015 to 6/10/2016

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 9/21/2015 to 6/10/2016

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 9/1/2015 to 6/10/2016

Budget

Budget Data

1	G1.B1.S1.A1	**Brainstorm a list of possible incentives that could be used to encourage teacher attendance especially on Fridays and Mondays.**				$0.00
2	G1.B1.S1.A2	**Establish and implement an incentive program to encourage teacher attendance that may include but is not limited to special edible treats to acknowledge patterns and trends, special parking privileges on campus, reduced/free admission to movies/community events, etc.**				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1542 - Wekiva High	Other		$300.00

Budget Data

		Notes: Establish an incentive program to reward excellent attendance by teachers					
3	G1.B4.S3.A1	Administrators and Instructional Coaches conduct classroom walk-throughs and non-evaluative informal observations to note general strengths and weaknesses of teachers.					$0.00
4	G1.B4.S3.A2	Administrators and Instructional Coaches categorize teachers based upon specific areas of need determined as a result of classroom walk-throughs and informal observations.					$0.00
5	G1.B4.S3.A3	Administrators & Instructional Coaches develop and implement specific plans targeting areas of need and supporting teachers. Activities can include but not be limited to securing substitutes to allow for additional planning and peer observations, conducting research on a targeted strategy, co-teaching a lesson with instructional coaches, etc.					$1,500.00
	Function	Object	Budget Focus		Funding Source	FTE	2015-16
			1542 - Wekiva High		General Fund		$1,500.00
			Notes: Substitute time for planning, peer observations, etc.				
6	G1.B4.S3.A4	Administrators and Instructional Coaches gather input from teachers who receive targeted support in an area of need to assess the quality and value of efforts exerted.					$0.00
7	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.					$0.00
8	G2.B1.S1.A2	Instructional coaches meet with assigned PLC teams and conduct progress monitoring sessions based upon student results from formative and summative assessments..					$0.00
9	G2.B1.S1.A3	Data-sharing sessions with the Leadership Team					$0.00
10	G2.B2.S2.A1	PLC Team members deconstruct the standards and create a bank of linked test items to be used for formative and summative assessments within the unit of instruction.					$0.00
11	G2.B2.S2.A2	Instructional coaches input assessment items directly linked to the components of the standards in Performance Matters.					$0.00
12	G2.B2.S2.A3	PLC teams compare results by standards from PLC team-created formative and summative assessments.					$0.00
13	G2.B3.S4.A1	Provide teachers the opportunity to observe other teachers utilizing rotational rounds and other small group instructional practices.					$500.00
	Function	Object	Budget Focus		Funding Source	FTE	2015-16
			1542 - Wekiva High		General Fund		$500.00
			Notes: Substitute time to observe teachers using rotational rounds				
14	G2.B3.S4.A2	Provide teachers the opportunity to obtain training on cooperative learning					$500.00

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1542 - Wekiva High	General Fund		$500.00
			Notes: Substitute time for training on cooperative learning and other specialized strategies/techniques			
15	G2.B3.S4.A3	Teachers utilize rotational rounds and other small group instructional practices within their lessons as noted in their lesson plans				$0.00
16	G2.B4.S1.A1	PLC Team Leaders and Instructional Coaches present student data in a variety of formats to allow team members to manipulate the data to categorize students into appropriate groups.				$0.00
17	G2.B4.S1.A2	PLC team members determine appropriate small group instructional interventions.				$0.00
18	G2.B5.S1.A1	The Leadership Team meets with the Instructional Coaches to discuss their role in facilitating effectively a focused progress monitoring meeting with PLC team members.				$0.00
19	G2.B5.S1.A2	Instructional Coaches implement sessions with PLC teams and participate in a debriefing session with the Leadership Team regarding the results.				$0.00
					Total:	$2,800.00