

Orange County Public Schools

# Wekiva High



2016-17 Schoolwide Improvement Plan

## Wekiva High

2501 N HIAWASSEE RD, Apopka, FL 32703

<https://wekivahs.ocps.net/>

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2015-16 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">77%</p>

### School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	C	B*	C	B

*\*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 a monitoring status of "Former F" (see page 4). 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	11
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
<b>8-Step Planning and Problem Solving Implementation</b>	<b>26</b>
Goals Summary	26
Goals Detail	26
Action Plan for Improvement	31
<b>Appendix 1: Implementation Timeline</b>	<b>55</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>59</b>
Professional Development Opportunities	59
Technical Assistance Items	69
<b>Appendix 3: Budget to Support Goals</b>	<b>72</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Wekiva High

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

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

#### 2. School Environment

##### a. 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.

##### b. 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. In addition to having three Deans who deal specifically with disciplinary issues and concerns as well as an Attendance Dean who focuses on attendance and tardiness, we have two non-uniformed security guards. The primary responsibilities of these two individuals are to monitor the hallways, restrooms, and common areas of the campus to ensure that students are in their classes and to maintain the safety and security of our campus. Additionally, we have two School Resource Officers assigned to our school to ensure that students' actions are within the boundaries of the law. 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.

**c. 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 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 and teachers 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.

**d. 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. We are hopeful of resurrecting a previously-implemented program on parenting 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).

### 3. Early Warning Systems

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

**a. 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. Whenever a student misses three consecutive days of class, teachers are required to contact the parent to try to discover the reason behind the absences. Teachers also notify the Dean of Attendance 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. The Dean of Attendance monitors the attendance and tardiness patterns 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, 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 Dean of Attendance refers 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 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.

A Graduation PLC Team consisting of our College and Career Coach, our Credit Recovery teacher, and our Math Lab credit recovery teacher meet frequently to discuss student issues and concerns and develop plans of action to support these students in recovering their necessary credits and improving their GPA's. This PLC Team collaborates with the Student Services team so that jointly they can address student needs and circumstances inhibiting student success.

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 Achieve 3000, System 44, Khan Academy, 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	140	130	114	294	678
One or more suspensions	0	0	0	0	0	0	0	0	0	158	139	88	51	436
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	168	181	115	29	493
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	224	191	0	0	415

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	198	180	82	59	519

**c. 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
  - \*school wide weekly practice with Khan Academy to develop reading, writing, and mathematics skills
  - \*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
- \*creating the position of a Dean whose sole responsibility is to monitor, track, and intervene with students experiencing attendance and tardiness issues
- \* establishing the position of College and Career Coach to work closely with our two Credit Recovery teachers as a PLC Team in tracking and intervening with students academically toward meeting graduation requirements
- \*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 any of the FSA EOC assessments and the PERT
- \*use of Summer School and Reading and Algebra Boot Camps to prepare for state assessments

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/323543>.

##### 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. 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 our Best Buddies program, and mentoring connections with students. We have had two Business Advisory Boards in place for the past six years with our Laser Photonics Magnet Academy and our Agriscience program. Business representatives as well as post-secondary representatives from Valencia College 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.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

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

#### b. Duties

##### **1. 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 curriculum leaders 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, team 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.

**2. 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, the Staffing Specialist, ELL Coordinator, Behavior Specialist, ESE Coach, SAFE Coordinator, Guidance Counselors, CTE Specialist, the Graduation PLC Team, 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. PLC Teams create interventions for implementation and share these with their supervising administrator. Twice per quarter each PLC Team Leader meets with the Leadership Team to share their current data from formative and summative assessments, their team's analysis and specific plan of action. The Leadership Team includes this updated data on the master data wall so that this information can be tracked over the course of the year.

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. The Graduation PLC team led by the College and Career Coach tracks the specific progress of seniors and develops appropriate interventions based upon areas of need. Additionally, the team is responsible for the compilation of all school accountability data. The Reading and Math Coaches collect data based upon 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. Title 1 funds enhance the school's ability to support students and teachers. One of the Deans manages the Title 1 allocations and reports directly to the Leadership Team so that adjustments to funding and implementation can be made as the school year progresses.

During the 2016-2017 school year Wekiva will become one of the digital schools in which each teacher and student have their own personal laptop. Teachers will be integrating digital resources to enhance instruction. 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. All our end of course assessment 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 continuing to build rigor within instruction through the incorporation of digital-based instructional practices. This theme will become the basis of all in-service training sessions. We will conduct training sessions 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 digital-based activities and engage in professional dialogue based upon reflections of the learning experience. Teachers will also have the opportunity to attend related workshops and training which may become available throughout the school year. We will continue to allocate funds for the use of substitute teachers 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. We will allocate funds 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 we can make informed instructional decisions. We will, subsequently, forward these compilations to each PLC Team so that specific content-based plans can be made to correlate with these findings and to support incremental student success. We are building in a special tutoring/enrichment period into the normal bell schedule once per week so that all students can enhance their skills within the school day.

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.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
	Parent
Christine Whitlow	Teacher
Michele Erickson	Principal
Geraldine Williams	Parent
Nell Akoon	Education Support Employee
Ahn Nguyen	Teacher
Barbara White	Parent
Rebekka Senzee	Parent
Teresa Young	Business/Community
Kimberly Blackman	Teacher
Grisel Louisjean	Teacher
Mercedes Gittens	Teacher
Castell Johnson	Teacher
Steve Louis-Jean	Teacher
Jackie Boornazian	Parent
Denise Whitlow	Student
Amanda Hamilton	Parent
Diane Mealo	Parent
Sherry McDermott	Education Support Employee
Chantelle Bennett	Parent

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

The School Advisory Council will examine the released grade10 ELA, Algebra, U.S. History, Biology, and Advanced Placement and Industry Certification scores from last year and will discuss the degree and fidelity of implementation of the action steps in supporting the targeted goals. SAC has determined that the specific action steps were both appropriate and needed. SAC recommended the continued intensive use of these actions with further emphasis on consistency in implementation for fidelity. SAC had a genuine concern regarding the drop in EOC scores across the board. 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 is hopeful that with the incorporation of digital-based instruction this school year students will increase their skill set and their resulting performance. SAC noted that teacher use of claim-based writing tasks and the more extensive use of Khan Academy should continue into the upcoming school year in further preparing for the assessments. SAC also verbalized concern about the Advanced Placement scores. SAC discussed contributing factors and recommended consideration of obtaining further training for some of the AP teachers as well as having teachers initiate virtual PLC teams with other AP teachers in the district.

*b. 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.

*c. 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.

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

\$1500 was budgeted to provide and implement substitute time for planning and peer observations.  
 \$500 was allocated for providing substitute time to observe teachers using rotational models.  
 \$500 was allocated to provide substitute time for training on cooperative learning and other specialized strategies.  
 \$300 was budgeted to implement an incentive program to encourage teacher attendance.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Poole, Joyce	Instructional Media
Erickson, Michele	Principal
Wilson, Demetria	Assistant Principal
Mindermann, Johnathan	Other
Kellen, Michael	Teacher, K-12
Rogers, Theresa	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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. We will encourage teachers 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. We will share noteworthy efforts 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.

## D. Public and Collaborative Teaching

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

### 1. 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 and post these on sites such as Edmodo. 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 continued major focus this year is on the development and implementation of common formative assessments within the PLC teams. We encourage PLC Teachers to utilize these results to determine the need for enrichment or remediation based upon targeted standards. We also encourage PLC teams to develop and implement cumulative internal benchmarks based upon the mastery of the targeted standards so that they can modify and/or intensify their efforts based upon student needs evidenced through the results of these benchmarks.

### 2. 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 "rigorous digitally-based instruction" and reinforces the concept of collaboration and support within the PLC team. We provide In school support through a variety of additional voluntary professional development activities based on the needs of the staff. The school's Positivity Committee organize and orchestrate ongoing celebrations, staff events, and tokens of kindness in an effort to boost and/or maintain teacher morale.

Instructional coaches and supervising administrators provide teachers actionable feedback through classroom observations and coach teachers in improving their instructional practices. Frequently, they share both printed, on-line, and even human resources to support teacher needs. Sometimes they arrange for peer observations so that a struggling teacher may witness a master teacher at work in his/her classroom.

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

The Curriculum Resource Teacher based upon the advice of supervising administrators pair new teachers and those new to the school 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 appraises 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 on a specific instructional strategy, learning and supporting each other in the process.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. 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. Teachers build daily instructional plans based upon these resources so that all instructional activities link back to the assigned standards.

#### b. Instructional Strategies

**1. 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.

Each PLC Team creates quarterly cumulative internal benchmark assessments to administer to students in order to determine student competencies with each of the targeted standards. Based upon these results the PLC Team plans additional remediation, reteaching opportunities, and/or enrichment tasks. At times the PLC Team may determine that one or more of the targeted standards is so critical that it may require ongoing recycling efforts with each teacher including tasks or questions periodically embedded within daily instruction.

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.

**2. 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:** Extended School Day

**Minutes added to school year:** 2,880

Khan Academy Practice to strengthen reading, writing, and math skills

**Strategy Rationale**

By building in 20 minutes of time four days per week for all students to practice with Khan Academy and track their weekly progress student skill sets in reading, writing, and math should improve.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kellen, Michael, michael.kellen@ocps.net

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

Reading, math, and writing practice scores each week with a focus on growth and continued focus areas

**Strategy:** Extended School Year

**Minutes added to school year:** 3,600

A built-in weekly twenty-five minute period each week for tutoring and/or enrichment

**Strategy Rationale**

By building in a specific increment of time each week for tutoring/enrichment, we are developing a growth mindset among our students for self-improvement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Erickson, Michele, michele.erickson@ocps.net

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

Student grades and performance on summative assessments

**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 Assessments (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 Assessments

**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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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. Counselors monitor quarterly progress reports of 9th graders and schedule conferences with those students who may be in danger of failing.

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. The Graduation PLC Team meets at least weekly to discuss barriers preventing students in grade 12 from meeting success and, ultimately, meeting all designated graduation requirements. The counseling staff, the Graduation PLC Team, and the CTE Specialist communicate frequently to ensure that all their efforts compliment each other in gearing students toward meeting success. 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.

## **b. College and Career Readiness**

### ***1. 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. The College and Career Coach initiates opportunities for students to explore various careers and post-secondary institutions. The College and Career Coach manages a college and career resource room 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 Scholars 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 Academy Magnet 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.

### ***2. 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, Digital Media Production, Electronics, Digital Photography & Art, 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. Teachers utilize the results from these mock exams in planning for further remedial interventions, enrichment opportunities, and focused standards-based instruction. Students are able to earn industry certification through the following state-approved exams: Autodesk Certified User: AutoCAD, Adobe Certified Associate Video Communication with Adobe Premiere Pro, Agricultural Technician Certification, Agricultural Mechanics Certification, Animal Science Certification, Agricultural Communications Certification, Certified Horticulture Professional, Electronics Systems Associate,

Certified Food Protection Manager (ServSafe), National Pro-Start Certificate of Achievement, Microsoft Office Suite Certification, and Certified Medical Administrative Assistant.

**3. 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. Through concerted efforts of a few of our teachers we now have the only Aquaponics Lab in all the high schools in Central Florida offering our students and teachers numerous opportunities for establishing STEM curricular connections and activities.

**4. 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 2014 indicated the following notable data:

The percent of 2014 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:

67.1% Math 83% Reading 82.2% Writing 61.5% All Three Subjects

In Math our students had lower percentages than those of the district and across the state. Our 2014 graduates performed 1% above the district level and at the state percentage level in reading. In writing our graduates surpassed the district level by 3.3% and the state level by .3%. In all three subject areas combined our 2014 graduates surpassed the district percentage by .1% and were below the state average by 4.7%.

The percent of 2014 graduates who completed a college prep curriculum was 73.4%, which was 3.4% higher than the district level and 9.8% higher than the state level.

The percent of 2014 graduates who completed at least one AP, IB, AICE, or Dual Enrollment course was 59.3%. This percentage surpassed both the district and state levels by 6.2% and 5% respectively.

The percent of 2014 graduates enrolled in a Florida public post-secondary institution in the fall 2014 was 49.8%. This percentage was lower than the district and state levels by 3.1% and 2.2% respectively.

The percent of 2014 graduates enrolled in college credit courses in the Fall 2014 at a Florida public post-secondary institution earning a GPA above 2.0 was 81.3% surpassing the district level by 4.5% and the state level by 5.5%.

Currently, students in grade 11 and many in grade 12 enrolled in our Math for College Readiness and English for College Readiness classes take the PERT (Post-Secondary Education Readiness Test) which provides each student a score in reading, writing, and mathematics. As a result of this testing in grade 11, 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. During the 2016-2017 school year all students in grades 9 through 12 will get an additional fifteen minutes per day, four days per week of working with Khan Academy. Students and teachers will track student performance each week noting strengths and areas of deficiency. Students will continue to practice with reading, writing, and mathematics problems.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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, and Intensive Reading (grades 9-10) PLC Teams performing at high levels of competency and efficiency despite lower EOC scores in 2015-2016

Areas of Need: All EOC scores display a need for focused instruction based upon deficient areas, stronger, structured PLC efforts, and differentiated interventions based upon thorough analysis of formative and summative data

### B. 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.

During the 2015-2016 school year all teachers implemented standards-based instruction resulting in maintaining standards-based grading. Although we organized teachers into respective content-based PLC teams, the functioning of these varied tremendously ranging from participating as a team in name only up to



and including functioning efficiently and collaboratively with student needs at the heart of all decision-making. A few of our PLC teams performed well in deconstructing the standards, composing common assessments, and creating unit and daily lesson plans based upon the standards. Although some of our PLC teams agreed to the content of common assessments, they relied on the expertise of only one or two individuals on their teams for the creation of the assessments. Only a few of our PLC teams gathered and analyzed their data in order to plan for additional interventions, remediation, and enrichment. With these teams (Biology, U.S. History, and Intensive Reading (grades 9-10)) they engaged in ongoing progress monitoring of student data to drive the instructional focus. Reteaching and recycling of standards within instruction occurred frequently. Despite these efforts Biology, U.S. History, and ELA FSA EOC scores decreased.

Many Language Arts teachers struggled in 2015-2016 with the implementation of curriculum linked to the standards. The majority of Language arts teachers in the department were new teachers with either no prior teaching experience or just a small degree. 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. Within all 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.

### C. Strategic Goals

## 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 increase college and career readiness of our students by preparing them for the SAT, ACT, and PERT through the use of Khan Academy, SAT/ACT/PERT Boot Camps, the implementation of the curricular standards established for College Readiness English 4 and Mathematics and by providing specific instruction in the writing of essays for college applications. (OCPS Division Priority#1: to ensure career and college readiness; OCPS Division Priority#2: Accelerate Student Performance)
- G2.** Improve student achievement by increasing the effective functioning of PLC teams and utilizing student performance data in planning for instruction. (OCPS Division Priority#1: Accelerate Student Performance; OCPS Division Priority#2: Provide Empowering Environments)

## Strategic Goals Detail

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

**G1.** To increase college and career readiness of our students by preparing them for the SAT, ACT, and PERT through the use of Khan Academy, SAT/ACT/PERT Boot Camps, the implementation of the curricular standards established for College Readiness English 4 and Mathematics and by providing specific instruction in the writing of essays for college applications. (OCPS Division Priority#1: to ensure career and college readiness; OCPS Division Priority#2: Accelerate Student Performance) **1a**

G084966

**Targets Supported** **1b**

Indicator	Annual Target
GPA above 2.0 - H.S.	70.0
Average GPA - H.S.	2.6
College Readiness Mathematics	45.0
4-Year Grad Rate (Standard Diploma)	93.0
College Readiness Reading	60.0

**Targeted Barriers to Achieving the Goal** **3**

- Some students score poorly on the PERT because they do not take this test seriously, and, as a result, are placed in College Readiness English/Language Arts and/or College Readiness Math in grade 12 or in remedial, noncredit-bearing classes during the first semester at a college or university.
- Some students possess poor writing skills, unable to adjust their writing to the audience who may read the finished products.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Expert instructional resources (teachers/counselors/CTE Specialist/Graduation PLC Team)
- rich print/digital resources
- Caring, knowledgeable counselors/college and career specialist

**Plan to Monitor Progress Toward G1.** **8**

SAT, ACT, and PERT scores compiled

**Person Responsible**

Mercedes Gittens

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

Compiled spreadsheet outlining various test scores of individual students over the course of the year with notations of increases in scores.

**Plan to Monitor Progress Toward G1. 8**

Unit lesson plans submitted by teachers electronically to their lesson plan dropbox on SharePoint

**Person Responsible**

Demetria Wilson

**Schedule**

Biweekly, from 8/22/2016 to 5/26/2017

**Evidence of Completion**

documented discussions from Leadership Team Meetings and copies of email correspondence to teachers based upon the lesson plan review process

**Plan to Monitor Progress Toward G1. 8**

Student rough draft samples and completed, graded final drafts of college application essays

**Person Responsible**

Johnathan Mindermann

**Schedule**

Weekly, from 4/10/2017 to 5/19/2017

**Evidence of Completion**

Leadership Team Meeting decisions regarding the awarding of incentives to teachers and students; copies of email correspondence pertaining to progress being made

**G2.** Improve student achievement by increasing the effective functioning of PLC teams and utilizing student performance data in planning for instruction. (OCPS Division Priority#1: Accelerate Student Performance; OCPS Division Priority#2: Provide Empowering Environments) 1a

G084967

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	60.0
Algebra I EOC Pass Rate	38.0
Geometry EOC Pass Rate	40.0
U.S. History EOC Pass	70.0
FSA ELA Achievement	45.0
ELA/Reading Lowest 25% Gains	40.0

**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.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Expert Instructional Resources
- Rich print/digital resources
- District curriculum tools
- Performance Matters system
- District Coaches
- PLC Teams with common planning time

**Plan to Monitor Progress Toward G2.** 8

Members of the Leadership Team and PLC Team Leaders will compile data results from PLC team-created formative and summative assessments.

**Person Responsible**

Michele Erickson

**Schedule**

Every 3 Weeks, from 8/29/2016 to 5/26/2017

**Evidence of Completion**

PLC team collaboration notes, weekly leadership team meeting agendas and notes, documentation from PLC team leader data presentations to the Leadership Team

**Plan to Monitor Progress Toward G2. 8**

The Administrative Team will examine i-Observation reports and data.

**Person Responsible**

Michele Erickson

**Schedule**

Weekly, from 9/12/2016 to 4/28/2017

***Evidence of Completion***

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

 = Problem Solving Step     S123456 = Quick Key

**G1.** To increase college and career readiness of our students by preparing them for the SAT, ACT, and PERT through the use of Khan Academy, SAT/ACT/PERT Boot Camps, the implementation of the curricular standards established for College Readiness English 4 and Mathematics and by providing specific instruction in the writing of essays for college applications. (OCPS Division Priority#1: to ensure career and college readiness; OCPS Division Priority#2: Accelerate Student Performance) 1

G084966

**G1.B3** Some students score poorly on the PERT because they do not take this test seriously, and, as a result, are placed in College Readiness English/Language Arts and/or College Readiness Math in grade 12 or in remedial, noncredit-bearing classes during the first semester at a college or university. 2

B225961

**G1.B3.S1** Incorporate twenty minute sessions with Khan Academy four days per week for all students, with teachers and students tracking practice time. 4

S238352

### Strategy Rationale

Khan Academy is aligned closely to the revised SAT, ACT, and PERT and provides practice items in reading, writing, and mathematics. Embedding specific practice sessions within the school day will strengthen student skill sets and build student confidence in their own capabilities.

### Action Step 1 5

Propose the specific time frame for Khan Academy practice within the normal bell schedule providing a rationale and goal. Obtain teacher-buy-in from a representative group of teachers.

#### Person Responsible

Michele Erickson

#### Schedule

On 7/14/2016

#### Evidence of Completion

Bell Schedule Time Allocated in print - later to be published in chart form once approved.



### Action Step 2 5

Inform teachers and students of the plan, providing the purpose, goal, and how practice will be monitored.

**Person Responsible**

Michele Erickson

**Schedule**

On 9/16/2016

***Evidence of Completion***

Specific Announcement shared with teachers and students outlining the purpose, goal, and tracking of practice

### Action Step 3 5

Implement twenty minute practice sessions with Khan Academy four days per week, having students and teachers track practice times.

**Person Responsible**

Michele Erickson

**Schedule**

Daily, from 8/22/2016 to 5/26/2017

***Evidence of Completion***

Electronic student profiles containing practice sessions

### Action Step 4 5

Examine student improvement in SAT, ACT and PERT scores over the course of the year.

**Person Responsible**

Mercedes Gittens

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Compile a summary of scores earned in a Spreadsheet with notations made regarding increases in scores over time and share results with the Leadership Team, Counselors, and Curriculum Leaders.

**Action Step 5** 5

Celebrate score increases of 8 (8) points or more and provide rewards to students earning the increases.

**Person Responsible**

Mercedes Gittens

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

**Evidence of Completion**

Spreadsheet of individual SAT, ACT, and PERT scores

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Each administrator will randomly select a group of students and check their practice chart on Khan Academy.

**Person Responsible**

Michele Erickson

**Schedule**

Weekly, from 8/29/2016 to 5/26/2017

**Evidence of Completion**

Each administrator will design and update a spreadsheet for the electronic progress monitoring of tracking charts within Khan Academy.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

The Leadership Team will review the awarding of student incentives for increases made to SAT, ACT, and PERT scores.

**Person Responsible**

Michele Erickson

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

**Evidence of Completion**

The College and Career Coach and Testing Coordinator will share an ongoing spreadsheet of student earned SAT, ACT, and PERT scores

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

The Leadership Team will examine student improvement in SAT, ACT and PERT scores over the course of the school year.

**Person Responsible**

Mercedes Gittens

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Compile a summary of scores earned in a Spreadsheet with notations made regarding increases in scores over time and share results with the Leadership Team, Counselors, and Curriculum Leaders.

**G1.B3.S2** Plan and implement appropriate instruction based upon the standards in College and Career English/Language Arts and Math **4**

 S238353

**Strategy Rationale**

Both courses have been designed to prepare students for meeting the academic standards tested through the PERT for college admission to credit-bearing freshmen year coursework.

**Action Step 1** **5**

Ensure that all English College Readiness and Math College Readiness Teachers know how to access the standards and the OCPS curricular documents.

**Person Responsible**

Demetria Wilson

**Schedule**

On 8/8/2016

**Evidence of Completion**

Reading Coach will work with teachers in accessing the required documents through LAUNCH.

**Action Step 2** **5**

Examine lesson plans to ensure that learning goals, scales, targets, and instructional activities are aligned to the standards at the appropriate level of rigor

**Person Responsible**

Demetria Wilson

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

**Evidence of Completion**

electronically submitted lesson plans in teacher lesson plan dropboxes on SharePoint

### Action Step 3 5

Engage in dialogue with teachers with whom there may be a lack of alignment to the standards and share a good example of a unit plan where the standards are being addressed appropriately.

#### **Person Responsible**

Demetria Wilson

#### **Schedule**

Biweekly, from 8/22/2016 to 5/26/2017

#### **Evidence of Completion**

Calendar appointments noted in Outlook; follow-up summary of dialogue that took place; written samples of effective plans

### Action Step 4 5

Conduct classroom walk-throughs, informal observations, and formal observations, focus on the alignment of instruction to the level of rigor of the standards, and provide actionable feedback to teachers

#### **Person Responsible**

Michele Erickson

#### **Schedule**

Every 3 Weeks, from 8/22/2016 to 4/28/2017

#### **Evidence of Completion**

documented observations within i-Observation; e-mail correspondence with teachers

### Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The Principal will establish a line item on the agenda of the weekly Leadership Team Meetings in which supervising administrators share their observations of teacher lesson plan development

#### **Person Responsible**

Michele Erickson

#### **Schedule**

Weekly, from 8/22/2016 to 5/26/2017

#### **Evidence of Completion**

Leadership Team Meeting Agendas; follow-up plans based upon shared observations; email correspondence

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Supervising Administrators will share public kudos by email of teachers who effectively link their instruction to the appropriate level of rigor of their standards and utilize sample unit plans as effective examples for teachers having some difficulty in lesson plan development.

**Person Responsible**

Demetria Wilson

**Schedule**

Biweekly, from 8/22/2016 to 5/26/2017

***Evidence of Completion***

copies of emails sent; sample unit plans used as effective examples of aligned instruction to the standards

**G1.B3.S3** Design and implement special "boot camps" prior to the administration of the PERT to provide students additional instruction and practice opportunities to enhance their skills. 4

S238354

### Strategy Rationale

Teachers with previous, successful experience in facilitating PERT boot camps can provide students the added confidence and skills needed to be successful on the PERT.

### Action Step 1 5

Identify students who still need to pass the Algebra 1 FSA EOC and plan a special boot camp for these students with intensive practice with math problems, reading passages, and writing activities that parallel the format of the PERT.

#### Person Responsible

Steven Louisjean

#### Schedule

Quarterly, from 9/6/2016 to 5/19/2017

#### Evidence of Completion

lists of students, notes and planned activities for the implementation of the boot camps

### Action Step 2 5

Track the performance of Boot Camp participants on subsequent administrations of the PERT and revise the content/practice of subsequent boot camps based upon the results

#### Person Responsible

Steven Louisjean

#### Schedule

Monthly, from 9/6/2016 to 5/19/2017

#### Evidence of Completion

PERT testing results, emails and notes regarding changes in the implementation of subsequent boot camps

**Plan to Monitor Fidelity of Implementation of G1.B3.S3 6**

Maintain ongoing discussion of Boot Camp plans and timelines at weekly Leadership Team meetings

**Person Responsible**

Steven Louisjean

**Schedule**

Weekly, from 9/6/2016 to 5/19/2017

***Evidence of Completion***

Agendas from weekly Leadership Team meetings, minutes and subsequent emails based upon the discussions

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7**

Engage in round-table discussion of how to continue to make the boot camps tailored to student needs and abilities

**Person Responsible**

Steven Louisjean

**Schedule**

Quarterly, from 9/6/2016 to 5/19/2017

***Evidence of Completion***

Notes and emails based upon discussions held as well as the decisions that were made as a team in planning the boot camps



**G1.B5** Some students possess poor writing skills, unable to adjust their writing to the audience who may read the finished products. 2

B225963

**G1.B5.S1** The English 3 PLC Team will plan and implement a unit on the writing of essays for college applications. 4

S238356

### **Strategy Rationale**

Many students are incapable of writing well-constructed essays as a part of their college application; as a result, this negatively impacts their chances for admission.

### **Action Step 1 5**

Counselors will contact several colleges/universities to discover how college application essays are evaluated and how they impact the college admission process.

#### **Person Responsible**

Demetria Wilson

#### **Schedule**

On 9/30/2016

#### **Evidence of Completion**

Counselors will compile the information they have collected and will share it with the English 3 PLC Team.

### **Action Step 2 5**

The English 3 PLC Team will create a unit of instruction on the writing of college application essays by incorporating the writing process. This will include the creation of a rubric for evaluating student final products (their essays).

#### **Person Responsible**

Demetria Wilson

#### **Schedule**

On 4/21/2017

#### **Evidence of Completion**

Members of the English 3 PLC Team will submit the completed unit lesson plan in each of their lesson plan dropboxes on SharePoint.

**Action Step 3** 5

English 3 teachers will implement the unit plan on the writing of college application essays and incorporate a peer review and final evaluation based upon the created rubric.

**Person Responsible**

Demetria Wilson

**Schedule**

Weekly, from 4/10/2017 to 5/19/2017

**Evidence of Completion**

English 3 teachers will gather samples of student writing to share with the team.

**Action Step 4** 5

English 3 teachers will gather representative samples of both rough drafts and final drafts of student essays correlating to the established rubrics and will share with the PLC Team and Counselors.

**Person Responsible**

Demetria Wilson

**Schedule**

On 5/19/2017

**Evidence of Completion**

The English 3 PLC Team Leader will compile and publish the rubrics and the correlated samples to counselors, team members, and the Leadership Team.

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

The Supervising Administrator for English will review teacher lesson plans and administrators will conduct classroom walk-throughs and informal observations to ensure the implementation.

**Person Responsible**

Demetria Wilson

**Schedule**

Weekly, from 4/10/2017 to 5/19/2017

**Evidence of Completion**

Submitted lesson plans electronically by English 3 teachers, feedback fro informal observations posted in i-Observation, and emails pertaining to classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

The Leadership Team will acknowledge the efforts of the English 3 PLC Team and will provide incentives to both teachers and those students achieving the top two rankings on the established rubric.

**Person Responsible**

Michele Erickson

**Schedule**

On 5/19/2017

***Evidence of Completion***

Documented lesson plans submitted electronically on SharePoint, graded student final drafts based on the rubrics

**G2.** Improve student achievement by increasing the effective functioning of PLC teams and utilizing student performance data in planning for instruction. (OCPS Division Priority#1: Accelerate Student Performance; OCPS Division Priority#2: Provide Empowering Environments) 1

G084967

**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

B225964

**G2.B1.S1** The Leadership Team must strengthen effective leadership in the area of data-driven instruction. 4

S238358

### 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

The Principal must ensure that each assistant principal and instructional coach can analyze data from assessment results and can facilitate progress monitoring discussions with their PLC teams. She will seek additional training for staff members, if needed.

#### Person Responsible

Michele Erickson

#### Schedule

On 8/22/2016

#### Evidence of Completion

Sample data used in data analysis meeting with the Leadership Team

### Action Step 2 5

Instructional coaches/PLC Team Leaders 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 8/22/2016 to 5/26/2017

#### Evidence of Completion

PLC team collaboration notes and copies of compiled data

**Action Step 3** 5

Supervising Administrators and Instructional Coaches provide data updates to the Leadership Team based upon PLC team notes

**Person Responsible**

Michele Erickson

**Schedule**

Biweekly, from 8/29/2016 to 5/26/2017

***Evidence of Completion***

Compiled data summaries and notes from PLC team meetings

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

The Principal must include the sharing of PLC team data chats as a regular agenda item at weekly Leadership Team meetings.

**Person Responsible**

Michele Erickson

**Schedule**

Biweekly, from 8/29/2016 to 5/26/2017

***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, instructional coaches, and PLC team leaders will apprise the Leadership Team of patterns of growth through PLC team notes

**Person Responsible**

Michele Erickson

**Schedule**

Biweekly, from 8/29/2016 to 5/26/2017

***Evidence of Completion***

Compiled PLC team meeting minutes for data discussion summaries

**G2.B1.S2** The Leadership Team must develop a system of checking that progress monitoring of data is being completed by all PLC teams. 4

 S238359

### **Strategy Rationale**

This will ensure that data is being examined and used by all PLC teams in planning for further instruction and assessments.

### **Action Step 1** 5

Instructional Coaches meet with PLC Team Leaders to ensure that they understand the data that should be collected, discuss formats for reporting the data, and assist them in facilitating the analysis of the data.

#### **Person Responsible**

Steven Louisjean

#### **Schedule**

On 9/2/2016

#### **Evidence of Completion**

Documented Summaries of meetings held with PLC Team Leaders shared with the Principal and Supervising Administrators

### **Action Step 2** 5

PLC Team Leaders present data and analyses compiled by PLC teams to the Leadership Team twice quarterly.

#### **Person Responsible**

Michele Erickson

#### **Schedule**

Monthly, from 9/6/2016 to 5/26/2017

#### **Evidence of Completion**

Documentation of compiled data and team analyses; calendar of data presentations

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Supervising Administrators will follow up with Instructional Coaches and PLC Team Leaders, if necessary, to ensure that initial support for data gathering and analyses has taken place and that PLC teams are focusing efforts on using their data as a planning tool.

**Person Responsible**

George Kispert

**Schedule**

Every 3 Weeks, from 9/12/2016 to 5/26/2017

***Evidence of Completion***

e-mail correspondence; summaries of meetings and conferences held; attendance sheets at PLC team meetings with summary collaboration notes from the meetings

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

The Leadership Team will examine the data and team analyses that are shared with the Leadership Team looking at the depth and detail of the documentation.

**Person Responsible**

Michele Erickson


**Schedule**

Monthly, from 9/6/2016 to 5/26/2017


***Evidence of Completion***

data reports generated and shared by the PLC Team Leaders with the Leadership Team twice quarterly

**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**

 B225965

**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**

 S238361

### **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**

Demetria Wilson

#### **Schedule**

Every 3 Weeks, from 8/22/2016 to 5/26/2017

#### **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 and PLC Team Leaders input assessment items directly linked to the components of the standards in Unify.

#### **Person Responsible**

Steven Louisjean

#### **Schedule**

Every 3 Weeks, from 8/22/2016 to 5/26/2017

#### **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**

Michele Erickson

**Schedule**

Every 3 Weeks, from 9/6/2016 to 5/26/2017

***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

The Principal establishes this as an ongoing agenda item at weekly leadership team meetings, instructional coaches meetings, and curriculum leaders meetings

**Person Responsible**

Michele Erickson

**Schedule**

Weekly, from 8/22/2016 to 5/26/2017

***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

Instructional coaches and PLC team members will provide summary reports of Unify usage that are used as the basis of discussion at PLC team meetings

**Person Responsible**

Michele Erickson

**Schedule**

Weekly, from 8/29/2016 to 5/26/2017

***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**

 B225966

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

 S238365

### **Strategy Rationale**

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

### **Action Step 1** **5**

The Digital Learning Team will create staff development training sessions focusing on student-centered digitally-based instructional practices.

#### **Person Responsible**

Valerie Shepherd

#### **Schedule**

Monthly, from 8/29/2016 to 5/26/2017

#### **Evidence of Completion**

Instructional materials/resources/samples from training sessions; calendar of scheduled trainings

### **Action Step 2** **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 8/22/2016 to 5/26/2017

#### **Evidence of Completion**

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

**Action Step 3** 5

Supervising Administrators will provide teachers the opportunity to observe other teachers utilizing rotational rounds and other small group instructional practices.

**Person Responsible**

George Kispert

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

PLC team collaboration notes & requests for TDY substitute time

**Action Step 4** 5

Supervising Administrators will provide teachers the opportunity to obtain training on cooperative learning strategies.

**Person Responsible**

George Kispert

**Schedule**

Semiannually, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

professional development requests for TDY substitute time

**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 8/22/2016 to 5/26/2017

**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

The Administrative Team will 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 8/22/2016 to 5/26/2017


***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**

 B225967

**G2.B4.S2** PLC team members determine appropriate reteaching or enrichment strategies and activities based upon data results. **4**

 S238367

### **Strategy Rationale**

By examining student results teachers should be able to pinpoint areas of strength and deficiencies so that appropriate plans are developed and implemented.

### **Action Step 1** **5**

PLC Team members examine student data generated from formative and summative assessments and use this data to categorize students in terms of their need for remediation and/or enrichment.

#### **Person Responsible**

George Kispert

#### **Schedule**

Every 3 Weeks, from 8/22/2016 to 5/26/2017

#### **Evidence of Completion**

Documentation (collaboration notes) from PLC Data Chats at team meetings

### **Action Step 2** **5**

PLC team members develop specific strategies/activities for reteaching concepts, reinforcing through remediation, or extending learning through enrichment for students based upon their results from formative and summative assessments.

#### **Person Responsible**

George Kispert

#### **Schedule**

Every 3 Weeks, from 8/22/2016 to 5/26/2017

#### **Evidence of Completion**

collaboration notes from PLC team meetings outlining the strategies/activities for reteaching, remediation, and enrichment

**Plan to Monitor Fidelity of Implementation of G2.B4.S2** 6

Supervising Administrators will review PLC team collaboration notes from meetings and will communicate regularly with PLC Team Leaders concerning the strategies/activities the teams design for reteaching, remediation, or enrichment.

**Person Responsible**

Michele Erickson

**Schedule**

Every 3 Weeks, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

PLC team collaboration notes; email correspondence and documentation between supervising administrators and PLC team leaders

**Plan to Monitor Effectiveness of Implementation of G2.B4.S2** 7

Supervising Administrators will examine student data through progress monitoring to note increases in student achievement.

**Person Responsible**

Michele Erickson

**Schedule**

Every 3 Weeks, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

PLC team data reports; student grade distributions

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B3.S1.A1 A308559	Propose the specific time frame for Khan Academy practice within the normal bell schedule providing...	Erickson, Michele	7/14/2016	Bell Schedule Time Allocated in print - later to be published in chart form once approved.	7/14/2016 one-time
G1.B3.S2.A1 A308564	Ensure that all English College Readiness and Math College Readiness Teachers know how to access...	Wilson, Demetria	8/8/2016	Reading Coach will work with teachers in accessing the required documents through LAUNCH.	8/8/2016 one-time
G2.B1.S1.A1 A308574	The Principal must ensure that each assistant principal and instructional coach can analyze data...	Erickson, Michele	8/22/2016	Sample data used in data analysis meeting with the Leadership Team	8/22/2016 one-time
G2.B1.S2.A1 A308577	Instructional Coaches meet with PLC Team Leaders to ensure that they understand the data that...	Louisjean, Steven	8/29/2016	Documented Summaries of meetings held with PLC Team Leaders shared with the Principal and Supervising Administrators	9/2/2016 one-time
G1.B3.S1.A2 A308560	Inform teachers and students of the plan, providing the purpose, goal, and how practice will be...	Erickson, Michele	8/8/2016	Specific Announcement shared with teachers and students outlining the purpose, goal, and tracking of practice	9/16/2016 one-time
G1.B5.S1.A1 A308570	Counselors will contact several colleges/universities to discover how college application essays...	Wilson, Demetria	8/15/2016	Counselors will compile the information they have collected and will share it with the English 3 PLC Team.	9/30/2016 one-time
G1.B5.S1.A2 A308571	The English 3 PLC Team will create a unit of instruction on the writing of college application...	Wilson, Demetria	4/3/2017	Members of the English 3 PLC Team will submit the completed unit lesson plan in each of their lesson plan dropboxes on SharePoint.	4/21/2017 one-time
G2.MA2 M315177	The Administrative Team will examine i-Observation reports and data.	Erickson, Michele	9/12/2016	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	4/28/2017 weekly
G1.B3.S2.A4 A308567	Conduct classroom walk-throughs, informal observations, and formal observations, focus on the...	Erickson, Michele	8/22/2016	documented observations within i-Observation; e-mail correspondence with teachers	4/28/2017 every-3-weeks
G1.MA3 M315157	Student rough draft samples and completed, graded final drafts of college application essays	Mindermann, Johnathan	4/10/2017	Leadership Team Meeting decisions regarding the awarding of incentives to teachers and students; copies of email correspondence pertaining to progress being made	5/19/2017 weekly
G1.B5.S1.MA1 M315153	The Leadership Team will acknowledge the efforts of the English 3 PLC Team and will provide...	Erickson, Michele	4/10/2017	Documented lesson plans submitted electronically on SharePoint, graded student final drafts based on the rubrics	5/19/2017 one-time
G1.B5.S1.MA1 M315154	The Supervising Administrator for English will review teacher lesson plans and administrators will...	Wilson, Demetria	4/10/2017	Submitted lesson plans electronically by English 3 teachers, feedback fro informal observations posted in i-Observation, and emails pertaining to classroom walk-throughs	5/19/2017 weekly
G1.B5.S1.A3 A308572	English 3 teachers will implement the unit plan on the writing of college application essays and...	Wilson, Demetria	4/10/2017	English 3 teachers will gather samples of student writing to share with the team.	5/19/2017 weekly
G1.B5.S1.A4 A308573	English 3 teachers will gather representative samples of both rough drafts and final drafts of...	Wilson, Demetria	4/10/2017	The English 3 PLC Team Leader will compile and publish the rubrics and the correlated samples to counselors, team members, and the Leadership Team.	5/19/2017 one-time
G1.B3.S3.MA1 M315151	Engage in round-table discussion of how to continue to make the boot camps tailored to student...	Louisjean, Steven	9/6/2016	Notes and emails based upon discussions held as well as the	5/19/2017 quarterly

**Orange - 1542 - Wekiva High - 2016-17 SIP**  
Wekiva High







Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				decisions that were made as a team in planning the boot camps	
G1.B3.S3.MA1 M315152	Maintain ongoing discussion of Boot Camp plans and timelines at weekly Leadership Team meetings	Louisjean, Steven	9/6/2016	Agendas from weekly Leadership Team meetings, minutes and subsequent emails based upon the discussions	5/19/2017 weekly
G1.B3.S3.A1 A308568	Identify students who still need to pass the Algebra 1 FSA EOC and plan a special boot camp for...	Louisjean, Steven	9/6/2016	lists of students, notes and planned activities for the implementation of the boot camps	5/19/2017 quarterly
G1.B3.S3.A2 A308569	Track the performance of Boot Camp participants on subsequent administrations of the PERT and...	Louisjean, Steven	9/6/2016	PERT testing results, emails and notes regarding changes in the implementation of subsequent boot camps	5/19/2017 monthly
G1.MA1 M315155	SAT, ACT, and PERT scores compiled	Gittens, Mercedes	9/6/2016	Compiled spreadsheet outlining various test scores of individual students over the course of the year with notations of increases in scores.	5/26/2017 monthly
G1.MA2 M315156	Unit lesson plans submitted by teachers electronically to their lesson plan dropbox on SharePoint	Wilson, Demetria	8/22/2016	documented discussions from Leadership Team Meetings and copies of email correspondence to teachers based upon the lesson plan review process	5/26/2017 biweekly
G2.MA1 M315176	Members of the Leadership Team and PLC Team Leaders will compile data results from PLC team-created...	Erickson, Michele	8/29/2016	PLC team collaboration notes, weekly leadership team meeting agendas and notes, documentation from PLC team leader data presentations to the Leadership Team	5/26/2017 every-3-weeks
G1.B3.S1.MA1 M315146	The Leadership Team will examine student improvement in SAT, ACT and PERT scores over the course of...	Gittens, Mercedes	9/6/2016	Compile a summary of scores earned in a Spreadsheet with notations made regarding increases in scores over time and share results with the Leadership Team, Counselors, and Curriculum Leaders.	5/26/2017 monthly
G1.B3.S1.MA1 M315147	Each administrator will randomly select a group of students and check their practice chart on Khan...	Erickson, Michele	8/29/2016	Each administrator will design and update a spreadsheet for the electronic progress monitoring of tracking charts within Khan Academy.	5/26/2017 weekly
G1.B3.S1.MA3 M315148	The Leadership Team will review the awarding of student incentives for increases made to SAT, ACT,...	Erickson, Michele	8/15/2016	The College and Career Coach and Testing Coordinator will share an ongoing spreadsheet of student earned SAT, ACT, and PERT scores	5/26/2017 monthly
G1.B3.S1.A3 A308561	Implement twenty minute practice sessions with Khan Academy four days per week, having students and...	Erickson, Michele	8/22/2016	Electronic student profiles containing practice sessions	5/26/2017 daily
G1.B3.S1.A4 A308562	Examine student improvement in SAT, ACT and PERT scores over the course of the year.	Gittens, Mercedes	9/6/2016	Compile a summary of scores earned in a Spreadsheet with notations made regarding increases in scores over time and share results with the Leadership Team, Counselors, and Curriculum Leaders.	5/26/2017 monthly
G1.B3.S1.A5 A308563	Celebrate score increases of 8 (8) points or more and provide rewards to students earning the...	Gittens, Mercedes	8/15/2016	Spreadsheet of individual SAT, ACT, and PERT scores	5/26/2017 monthly
G2.B1.S1.MA1 M315158	PLC teams will track data over time to determine growth; assistant principals, curriculum leaders,...	Erickson, Michele	8/29/2016	Compiled PLC team meeting minutes for data discussion summaries	5/26/2017 biweekly
G2.B1.S1.MA1 M315159	The Principal must include the sharing of PLC team data chats as a regular agenda item at weekly...	Erickson, Michele	8/29/2016	Gather compiled data that is shared along with notes which summarize the PLC team discussion and instructional decisions.	5/26/2017 biweekly



Orange - 1542 - Wekiva High - 2016-17 SIP  
Wekiva High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2 A308575	Instructional coaches/PLC Team Leaders meet with assigned PLC teams and conduct progress monitoring...	Erickson, Michele	8/22/2016	PLC team collaboration notes and copies of compiled data	5/26/2017 biweekly
G2.B1.S1.A3 A308576	Supervising Administrators and Instructional Coaches provide data updates to the Leadership Team...	Erickson, Michele	8/29/2016	Compiled data summaries and notes from PLC team meetings	5/26/2017 biweekly
G1.B3.S2.MA1 M315149	Supervising Administrators will share public kudos by email of teachers who effectively link their...	Wilson, Demetria	8/22/2016	copies of emails sent; sample unit plans used as effective examples of aligned instruction to the standards	5/26/2017 biweekly
G1.B3.S2.MA1 M315150	The Principal will establish a line item on the agenda of the weekly Leadership Team Meetings in...	Erickson, Michele	8/22/2016	Leadership Team Meeting Agendas; follow-up plans based upon shared observations; email correspondence	5/26/2017 weekly
G1.B3.S2.A2 A308565	Examine lesson plans to ensure that learning goals, scales, targets, and instructional activities...	Wilson, Demetria	8/15/2016	electronically submitted lesson plans in teacher lesson plan dropboxes on SharePoint	5/26/2017 weekly
G1.B3.S2.A3 A308566	Engage in dialogue with teachers with whom there may be a lack of alignment to the standards and...	Wilson, Demetria	8/22/2016	Calendar appointments noted in Outlook; follow-up summary of dialogue that took place; written samples of effective plans	5/26/2017 biweekly
G2.B1.S2.MA1 M315160	The Leadership Team will examine the data and team analyses that are shared with the Leadership...	Erickson, Michele	9/6/2016	data reports generated and shared by the PLC Team Leaders with the Leadership Team twice quarterly	5/26/2017 monthly
G2.B1.S2.MA1 M315161	Supervising Administrators will follow up with Instructional Coaches and PLC Team Leaders, if...	Kispert, George	9/12/2016	e-mail correspondence; summaries of meetings and conferences held; attendance sheets at PLC team meetings with summary collaboration notes from the meetings	5/26/2017 every-3-weeks
G2.B1.S2.A2 A308578	PLC Team Leaders present data and analyses compiled by PLC teams to the Leadership Team twice...	Erickson, Michele	9/6/2016	Documentation of compiled data and team analyses; calendar of data presentations	5/26/2017 monthly
G2.B2.S2.MA1 M315164	Instructional coaches and PLC team members will provide summary reports of Unify usage that are...	Erickson, Michele	8/29/2016	Weekly agendas from leadership team and instructional coaches meetings	5/26/2017 weekly
G2.B2.S2.MA1 M315165	The Principal establishes this as an ongoing agenda item at weekly leadership team meetings,...	Erickson, Michele	8/22/2016	Discussions noted on the agenda for all meetings with follow-up notes/ emails	5/26/2017 weekly
G2.B2.S2.A1 A308581	PLC Team members deconstruct the standards and create a bank of linked test items to be used for...	Wilson, Demetria	8/22/2016	PLC Team meeting notes, PLC team bank of test items shared with team members within Edmodo	5/26/2017 every-3-weeks
G2.B2.S2.A2 A308582	Instructional coaches and PLC Team Leaders input assessment items directly linked to the components...	Louisjean, Steven	8/22/2016	Performance Matters reports of assessment results	5/26/2017 every-3-weeks
G2.B2.S2.A3 A308583	PLC teams compare results by standards from PLC team-created formative and summative assessments.	Erickson, Michele	9/6/2016	Data analysis reports comparing assessment results linked to specific standards & collaboration notes from PLC team meetings	5/26/2017 every-3-weeks
G2.B4.S2.MA1 M315172	Supervising Administrators will examine student data through progress monitoring to note increases...	Erickson, Michele	9/6/2016	PLC team data reports; student grade distributions	5/26/2017 every-3-weeks
G2.B4.S2.MA1 M315173	Supervising Administrators will review PLC team collaboration notes from meetings and will...	Erickson, Michele	9/6/2016	PLC team collaboration notes; email correspondence and documentation between supervising administrators and PLC team leaders	5/26/2017 every-3-weeks
G2.B4.S2.A1 A308592	PLC Team members examine student data generated from formative and summative assessments and use...	Kispert, George	8/22/2016	Documentation (collaboration notes) from PLC Data Chats at team meetings	5/26/2017 every-3-weeks
G2.B4.S2.A2 A308593	PLC team members develop specific strategies/activities for reteaching concepts, reinforcing...	Kispert, George	8/22/2016	collaboration notes from PLC team meetings outlining the strategies/ activities for reteaching, remediation, and enrichment	5/26/2017 every-3-weeks

Orange - 1542 - Wekiva High - 2016-17 SIP  
Wekiva High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S4.MA1  M315168	The Administrative Team will compare the student-centered instruction as observed and noted in...	Erickson, Michele	8/22/2016	agendas and summary i-observation data from weekly leadership team meetings	5/26/2017 weekly
G2.B3.S4.MA1  M315169	Principal, assistant principals, & instructional coaches will discuss patterns and trends in...	Erickson, Michele	8/22/2016	Summary information based upon lesson plan review and i-Observation report data	5/26/2017 weekly
G2.B3.S4.A1  A308586	The Digital Learning Team will create staff development training sessions focusing on...	Shepherd, Valerie	8/29/2016	Instructional materials/resources/ samples from training sessions; calendar of scheduled trainings	5/26/2017 monthly
G2.B3.S4.A2  A308587	Teachers utilize rotational rounds and other small group instructional practices within their...	Erickson, Michele	8/22/2016	Documented lesson plans in SharePoint and teacher observation reports in i-Observation	5/26/2017 weekly
G2.B3.S4.A3  A308588	Supervising Administrators will provide teachers the opportunity to observe other teachers...	Kispert, George	9/6/2016	PLC team collaboration notes & requests for TDY substitute time	5/26/2017 monthly
G2.B3.S4.A4  A308589	Supervising Administrators will provide teachers the opportunity to obtain training on cooperative...	Kispert, George	9/6/2016	professional development requests for TDY substitute time	5/26/2017 semiannually

## V. Professional Development Opportunities

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

**G1.** To increase college and career readiness of our students by preparing them for the SAT, ACT, and PERT through the use of Khan Academy, SAT/ACT/PERT Boot Camps, the implementation of the curricular standards established for College Readiness English 4 and Mathematics and by providing specific instruction in the writing of essays for college applications. (OCPS Division Priority#1: to ensure career and college readiness; OCPS Division Priority#2: Accelerate Student Performance)

**G1.B3** Some students score poorly on the PERT because they do not take this test seriously, and, as a result, are placed in College Readiness English/Language Arts and/or College Readiness Math in grade 12 or in remedial, noncredit-bearing classes during the first semester at a college or university.

**G1.B3.S1** Incorporate twenty minute sessions with Khan Academy four days per week for all students, with teachers and students tracking practice time.

### PD Opportunity 1

Implement twenty minute practice sessions with Khan Academy four days per week, having students and teachers track practice times.

#### Facilitator

George Kispert

#### Participants

Teachers and Students

#### Schedule

Daily, from 8/22/2016 to 5/26/2017

### PD Opportunity 2

Examine student improvement in SAT, ACT and PERT scores over the course of the year.

#### Facilitator

Valerie Shepherd

#### Participants

College and Career Coach, Leadership Team, Counselors, and Curriculum Leaders

#### Schedule

Monthly, from 9/6/2016 to 5/26/2017

**G1.B3.S2** Plan and implement appropriate instruction based upon the standards in College and Career English/Language Arts and Math

**PD Opportunity 1**

Engage in dialogue with teachers with whom there may be a lack of alignment to the standards and share a good example of a unit plan where the standards are being addressed appropriately.

**Facilitator**

Theresa Rogers

**Participants**

English College Readiness and Math College Readiness Teachers as needed

**Schedule**

Biweekly, from 8/22/2016 to 5/26/2017

**PD Opportunity 2**

Conduct classroom walk-throughs, informal observations, and formal observations, focus on the alignment of instruction to the level of rigor of the standards, and provide actionable feedback to teachers

**Facilitator**

Demetria Wilson

**Participants**

all English College Readiness and Math College Readiness Teachers

**Schedule**

Every 3 Weeks, from 8/22/2016 to 4/28/2017

**G1.B3.S3** Design and implement special "boot camps" prior to the administration of the PERT to provide students additional instruction and practice opportunities to enhance their skills.

### **PD Opportunity 1**

Identify students who still need to pass the Algebra 1 FSA EOC and plan a special boot camp for these students with intensive practice with math problems, reading passages, and writing activities that parallel the format of the PERT.

#### **Facilitator**

Steve Louis-Jean

#### **Participants**

junior and senior students

#### **Schedule**

Quarterly, from 9/6/2016 to 5/19/2017

### **PD Opportunity 2**

Track the performance of Boot Camp participants on subsequent administrations of the PERT and revise the content/practice of subsequent boot camps based upon the results

#### **Facilitator**

Valerie Shepherd

#### **Participants**

Math Coach, Boot Camp Instructors, Michael Kellen

#### **Schedule**

Monthly, from 9/6/2016 to 5/19/2017

**G1.B5** Some students possess poor writing skills, unable to adjust their writing to the audience who may read the finished products.

**G1.B5.S1** The English 3 PLC Team will plan and implement a unit on the writing of essays for college applications.

### **PD Opportunity 1**

Counselors will contact several colleges/universities to discover how college application essays are evaluated and how they impact the college admission process.

#### **Facilitator**

Kyisha Savary

#### **Participants**

Counselors, English 3 PLC Team

#### **Schedule**

On 9/30/2016

### **PD Opportunity 2**

The English 3 PLC Team will create a unit of instruction on the writing of college application essays by incorporating the writing process. This will include the creation of a rubric for evaluating student final products (their essays).

#### **Facilitator**

Johnathan Mindermann

#### **Participants**

English 3 PLC Team, Demetria Wilson (supervising administrator)

#### **Schedule**

On 4/21/2017

### **PD Opportunity 3**

English 3 teachers will implement the unit plan on the writing of college application essays and incorporate a peer review and final evaluation based upon the created rubric.

#### **Facilitator**

Johnathan Mindermann

#### **Participants**

English 3 PLC Team Members

#### **Schedule**

Weekly, from 4/10/2017 to 5/19/2017

### **PD Opportunity 4**

English 3 teachers will gather representative samples of both rough drafts and final drafts of student essays correlating to the established rubrics and will share with the PLC Team and Counselors.

#### **Facilitator**

Johnathan Mindermann

#### **Participants**

English 3 teachers, Counselors, and the Leadership Team

#### **Schedule**

On 5/19/2017

**G2.** Improve student achievement by increasing the effective functioning of PLC teams and utilizing student performance data in planning for instruction. (OCPS Division Priority#1: Accelerate Student Performance; OCPS Division Priority#2: Provide Empowering Environments)

**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** The Leadership Team must strengthen effective leadership in the area of data-driven instruction.

### **PD Opportunity 1**

The Principal must ensure that each assistant principal and instructional coach can analyze data from assessment results and can facilitate progress monitoring discussions with their PLC teams. She will seek additional training for staff members, if needed.

#### **Facilitator**

Johnathan Mindermann

#### **Participants**

all assistant principals and instructional coaches

#### **Schedule**

On 8/22/2016

### **PD Opportunity 2**

Supervising Administrators and Instructional Coaches provide data updates to the Leadership Team based upon PLC team notes

#### **Facilitator**

Michele Erickson

#### **Participants**

Principal, assistant principals, curriculum leaders/PLC team leaders, & instructional coaches

#### **Schedule**

Biweekly, from 8/29/2016 to 5/26/2017



**G2.B1.S2** The Leadership Team must develop a system of checking that progress monitoring of data is being completed by all PLC teams.

### **PD Opportunity 1**

Instructional Coaches meet with PLC Team Leaders to ensure that they understand the data that should be collected, discuss formats for reporting the data, and assist them in facilitating the analysis of the data.

#### **Facilitator**

George Kispert

#### **Participants**

Instructional Coaches and PLC Team Leaders

#### **Schedule**

On 9/2/2016

### **PD Opportunity 2**

PLC Team Leaders present data and analyses compiled by PLC teams to the Leadership Team twice quarterly.

#### **Facilitator**

George Kispert

#### **Participants**

Administrators, Instructional Coaches, PLC Team Leaders

#### **Schedule**

Monthly, from 9/6/2016 to 5/26/2017

**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**

Jessica Polk

#### **Participants**

instructional coaches, PLC Team Leaders, and PLC team members

#### **Schedule**

Every 3 Weeks, from 8/22/2016 to 5/26/2017

### **PD Opportunity 2**

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

#### **Facilitator**

Jessica Polk

#### **Participants**

all instructional coaches and PLC team members

#### **Schedule**

Every 3 Weeks, from 9/6/2016 to 5/26/2017

**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**

The Digital Learning Team will create staff development training sessions focusing on student-centered digitally-based instructional practices.

#### **Facilitator**

Johnathan Mindermann

#### **Participants**

Digital Team members and teachers

#### **Schedule**

Monthly, from 8/29/2016 to 5/26/2017

### **PD Opportunity 2**

Supervising Administrators will provide teachers the opportunity to obtain training on cooperative learning strategies.

#### **Facilitator**

Johnathan Mindermann

#### **Participants**

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

#### **Schedule**

Semiannually, from 9/6/2016 to 5/26/2017

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

**G2.B4.S2** PLC team members determine appropriate reteaching or enrichment strategies and activities based upon data results.

### **PD Opportunity 1**

PLC Team members examine student data generated from formative and summative assessments and use this data to categorize students in terms of their need for remediation and/or enrichment.

#### **Facilitator**

Jessica Polk, Steve Louisjean, Theresa Rogers

#### **Participants**

Instructional Coaches, PLC Team Leaders, and PLC team members

#### **Schedule**

Every 3 Weeks, from 8/22/2016 to 5/26/2017

### **PD Opportunity 2**

PLC team members develop specific strategies/activities for reteaching concepts, reinforcing through remediation, or extending learning through enrichment for students based upon their results from formative and summative assessments.

#### **Facilitator**

Steve Louisjean, Jessica Polk, Theresa Rogers, and PLC Team Leaders

#### **Participants**

PLC team members, supervising administrators, and instructional coaches

#### **Schedule**

Every 3 Weeks, from 8/22/2016 to 5/26/2017

## VI. Technical Assistance Items

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

**G1.** To increase college and career readiness of our students by preparing them for the SAT, ACT, and PERT through the use of Khan Academy, SAT/ACT/PERT Boot Camps, the implementation of the curricular standards established for College Readiness English 4 and Mathematics and by providing specific instruction in the writing of essays for college applications. (OCPS Division Priority#1: to ensure career and college readiness; OCPS Division Priority#2: Accelerate Student Performance)

**G1.B3** Some students score poorly on the PERT because they do not take this test seriously, and, as a result, are placed in College Readiness English/Language Arts and/or College Readiness Math in grade 12 or in remedial, noncredit-bearing classes during the first semester at a college or university.

**G1.B3.S1** Incorporate twenty minute sessions with Khan Academy four days per week for all students, with teachers and students tracking practice time.

### TA Opportunity 1

Propose the specific time frame for Khan Academy practice within the normal bell schedule providing a rationale and goal. Obtain teacher-buy-in from a representative group of teachers.

#### Facilitator

George Kispert

#### Participants

Curriculum Leaders/Summer School Teachers

#### Schedule

On 7/14/2016

### TA Opportunity 2

Inform teachers and students of the plan, providing the purpose, goal, and how practice will be monitored.

#### Facilitator

George Kispert

#### Participants

Teachers and Students

#### Schedule

On 9/16/2016

### TA Opportunity 3

Celebrate score increases of 8 (8) points or more and provide rewards to students earning the increases.

**Facilitator**

**Participants**

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

**G1.B3.S2** Plan and implement appropriate instruction based upon the standards in College and Career English/Language Arts and Math

### TA Opportunity 1

Ensure that all English College Readiness and Math College Readiness Teachers know how to access the standards and the OCPS curricular documents.

**Facilitator**

Theresa Rogers

**Participants**

all English College Readiness and Math College Readiness Teachers

**Schedule**

On 8/8/2016

### TA Opportunity 2

Examine lesson plans to ensure that learning goals, scales, targets, and instructional activities are aligned to the standards at the appropriate level of rigor

**Facilitator**

Steven Louisjean

**Participants**

all English College Readiness and Math College Readiness Teachers

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

**G2.** Improve student achievement by increasing the effective functioning of PLC teams and utilizing student performance data in planning for instruction. (OCPS Division Priority#1: Accelerate Student Performance; OCPS Division Priority#2: Provide Empowering Environments)

**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** The Leadership Team must strengthen effective leadership in the area of data-driven instruction.

### **TA Opportunity 1**

Instructional coaches/PLC Team Leaders 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 8/22/2016 to 5/26/2017

**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.

### **TA Opportunity 1**

Instructional coaches and PLC Team Leaders input assessment items directly linked to the components of the standards in Unify.

#### **Facilitator**

Valerie Shepherd

#### **Participants**

all instructional coaches & PLC team members

#### **Schedule**

Every 3 Weeks, from 8/22/2016 to 5/26/2017

**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.

**TA Opportunity 1**

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

**Facilitator**

Johnathan Mindermann

**Participants**

Principal, assistant principals, all teachers & instructional coaches

**Schedule**

Weekly, from 8/22/2016 to 5/26/2017

**TA Opportunity 2**

Supervising Administrators will provide teachers the opportunity to observe other teachers utilizing rotational rounds and other small group instructional practices.

**Facilitator**

Johnathan Mindermann

**Participants**

PLC team members, assistant principals, & instructional coaches

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

**VII. Budget**

1	G1.B3.S1.A1	Propose the specific time frame for Khan Academy practice within the normal bell schedule providing a rationale and goal. Obtain teacher-buy-in from a representative group of teachers.	\$0.00
2	G1.B3.S1.A2	Inform teachers and students of the plan, providing the purpose, goal, and how practice will be monitored.	\$0.00
3	G1.B3.S1.A3	Implement twenty minute practice sessions with Khan Academy four days per week, having students and teachers track practice times.	\$0.00
4	G1.B3.S1.A4	Examine student improvement in SAT, ACT and PERT scores over the course of the year.	\$0.00
5	G1.B3.S1.A5	Celebrate score increases of 8 (8) points or more and provide rewards to students earning the increases.	\$0.00



6	G1.B3.S2.A1	Ensure that all English College Readiness and Math College Readiness Teachers know how to access the standards and the OCPS curricular documents.	\$0.00
7	G1.B3.S2.A2	Examine lesson plans to ensure that learning goals, scales, targets, and instructional activities are aligned to the standards at the appropriate level of rigor	\$0.00
8	G1.B3.S2.A3	Engage in dialogue with teachers with whom there may be a lack of alignment to the standards and share a good example of a unit plan where the standards are being addressed appropriately.	\$0.00
9	G1.B3.S2.A4	Conduct classroom walk-throughs, informal observations, and formal observations, focus on the alignment of instruction to the level of rigor of the standards, and provide actionable feedback to teachers	\$0.00
10	G1.B3.S3.A1	Identify students who still need to pass the Algebra 1 FSA EOC and plan a special boot camp for these students with intensive practice with math problems, reading passages, and writing activities that parallel the format of the PERT.	\$0.00
11	G1.B3.S3.A2	Track the performance of Boot Camp participants on subsequent administrations of the PERT and revise the content/practice of subsequent boot camps based upon the results	\$0.00
12	G1.B5.S1.A1	Counselors will contact several colleges/universities to discover how college application essays are evaluated and how they impact the college admission process.	\$0.00
13	G1.B5.S1.A2	The English 3 PLC Team will create a unit of instruction on the writing of college application essays by incorporating the writing process. This will include the creation of a rubric for evaluating student final products (their essays).	\$0.00
14	G1.B5.S1.A3	English 3 teachers will implement the unit plan on the writing of college application essays and incorporate a peer review and final evaluation based upon the created rubric.	\$0.00
15	G1.B5.S1.A4	English 3 teachers will gather representative samples of both rough drafts and final drafts of student essays correlating to the established rubrics and will share with the PLC Team and Counselors.	\$0.00
16	G2.B1.S1.A1	The Principal must ensure that each assistant principal and instructional coach can analyze data from assessment results and can facilitate progress monitoring discussions with their PLC teams. She will seek additional training for staff members, if needed.	\$0.00
17	G2.B1.S1.A2	Instructional coaches/PLC Team Leaders meet with assigned PLC teams and conduct progress monitoring sessions based upon student results from formative and summative assessments..	\$0.00
18	G2.B1.S1.A3	Supervising Administrators and Instructional Coaches provide data updates to the Leadership Team based upon PLC team notes	\$0.00
19	G2.B1.S2.A1	Instructional Coaches meet with PLC Team Leaders to ensure that they understand the data that should be collected, discuss formats for reporting the data, and assist them in facilitating the analysis of the data.	\$0.00
20	G2.B1.S2.A2	PLC Team Leaders present data and analyses compiled by PLC teams to the Leadership Team twice quarterly.	\$2,000.00

Orange - 1542 - Wekiva High - 2016-17 SIP  
Wekiva High

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1542 - Wekiva High	General Fund		\$2,000.00
21	G2.B2.S2.A1	<b>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.</b>				<b>\$0.00</b>
22	G2.B2.S2.A2	<b>Instructional coaches and PLC Team Leaders input assessment items directly linked to the components of the standards in Unify.</b>				<b>\$0.00</b>
23	G2.B2.S2.A3	<b>PLC teams compare results by standards from PLC team-created formative and summative assessments.</b>				<b>\$0.00</b>
24	G2.B3.S4.A1	<b>The Digital Learning Team will create staff development training sessions focusing on student-centered digitally-based instructional practices.</b>				<b>\$0.00</b>
25	G2.B3.S4.A2	<b>Teachers utilize rotational rounds and other small group instructional practices within their lessons as noted in their lesson plans</b>				<b>\$0.00</b>
26	G2.B3.S4.A3	<b>Supervising Administrators will provide teachers the opportunity to observe other teachers utilizing rotational rounds and other small group instructional practices.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1542 - Wekiva High	General Fund		\$2,000.00
			<i>Notes: Substitute time to observe teachers using rotational rounds</i>			
27	G2.B3.S4.A4	<b>Supervising Administrators will provide teachers the opportunity to obtain training on cooperative learning strategies.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1542 - Wekiva High	General Fund		\$500.00
			<i>Notes: Substitute time for training on cooperative learning and other specialized strategies/techniques</i>			
28	G2.B4.S2.A1	<b>PLC Team members examine student data generated from formative and summative assessments and use this data to categorize students in terms of their need for remediation and/or enrichment.</b>				<b>\$0.00</b>
29	G2.B4.S2.A2	<b>PLC team members develop specific strategies/activities for reteaching concepts, reinforcing through remediation, or extending learning through enrichment for students based upon their results from formative and summative assessments.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$4,500.00</b>