2017-18 Schoolwide Improvement Plan

Wekiva High

2501 N HIAWASSEE RD, Apopka, FL 32703

https://wekivahs.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Wekiva High

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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, we have one Dean that deals with attendance concerns. We also have two non-uniformed security guards that patrol the campus. 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. A security guard is always on campus till 4:30. That is two and half hours past the completion of the school day. 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 to serve as a visual reminder to students.

Periodically, through the morning announcements students and staff are reminded of our "Mustang Expectations" and specific procedures that are 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. (The Student Code of Conduct is reviewed with the students at the start of each 9 weeks.) 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. These behaviors are tracked using a program called HERO. Students earn points and can cash them in for prizes (food, gift cards, and tickets to upcoming events) 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.

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 address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 that supervises attendance monitors the attendance and tardiness patterns of all students closely as one of his major 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. The Deans also track suspension rates and meet weekly to identify those students that have been suspended and implement behavioral interventions. The

Deans at Wekiva High School have been trained in restorative justice, a program that has shown to reduce the amount of student suspensions. This program will be implemented this upcoming school year at Wekiva High School.

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 an Intensive Reading class; those receiving a Level 1 in the statewide standardized assessment in mathematics are placed in Liberal Arts Math 1 to remediate the necessary skills to pass the Algebra 1 EOC. 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	167	163	119	142	591
One or more suspensions	0	0	0	0	0	0	0	0	0	78	54	36	12	180
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	207	167	0	0	374

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, Saturdays, 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
*school wide 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
* Continuing 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 intensive remediation classes
*implementation of the rotational model in Intensive Reading, Algebra 1, Liberal Arts Math 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 and EOC assessments
*use of Summer School and Reading and Algebra Boot Camps to prepare for state assessments
*Implantation of the HERO program to support school wide positive behavioral supports

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

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

course selection), the Laser Photonics Magnet Academy and the Agriscience Academy Magnet Open Houses, and Financial Aid and College Planning Night. We encourage parent and student participation on our Business Advisory Boards for Laser Photonics and Agriscience, the P.T.S.A., our School Advisory Council, our Band Booster organization, and the Maroon and Gold Club (athletic booster organization).

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, Culinary, and mentoring connections with students. We have had two Business Advisory Boards in place for the past seven 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

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
Carman, Edward	Other
Ellison, Gwendolynn	Instructional Coach
Mindermann, Johnathan	Instructional Coach
Miyares, Valerie	Other
Shepherd, Valerie	Instructional Coach
Brown-Griffin, Keshia	Dean
Coffey-Wilson, La'Tanya	Dean
Miller, Reginald	Dean
Russell, Anthony	Assistant Principal
King, Anthony	Instructional Coach
Rogers, Theresa	Instructional Coach

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 remediation plan based on their needs.

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.

During the 2016-2017 school year Wekiva became a digital school in which each teacher and student had their own personal laptop. Teachers integrate digital resources into their instruction to enhance student performance. 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.

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
Michele Erickson	Principal
Geraldine Williams	Parent
Ahn Nguyen	Teacher
Rebekka Senzee	Parent
Mercedes Gittens	Teacher
Castell Johnson	Teacher
Jackie Boornazian	Parent
David Schmidt	Teacher
Linda Bar	Education Support Employee
Dan Moran	Parent
Diane Mealo	Parent
Edward Carman	Teacher
Patricia John	Parent
Margery Albertini	Parent
Micheal Van	Business/Community
Ava Boornazian	Student
Spencer White	Student
Yaire Matos Cruz	Student
Kiarra Majors	Student
kendall Wilson	Student
Jasmine Solache	Student
Shaneka White	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 on 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 there 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 Canvas. As a result of teacher commitment within their PLC teams, they have become more collaborative with 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 and summative 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 summative and formative assessment 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 assessments. Wekiva High School will create two data rooms. One data room will be specifically for math and the other will support the other departments. The goal is for these two rooms is to become a safe place for data driven discussions.

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 to help teachers improve upon 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 apprises the Leadership Team of any issues or concerns that the mentees may have so that the team can plan additional ways in which to support them. Coaches also provide opportunities for informal observations with coaching and feedback sessions designed to help teachers implement best practices, obtain guidance on lesson planning and support in other specific areas as needed. Teachers also participate in deliberate practice with teachers throughout the school 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 Unify, 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 / remediation or enrichment 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 Canvas. 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 summative 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: 10,000

Students may participate in tutoring at least three times per week after school as well Saturdays. This provides opportunities for both pre-teaching, 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. Tutoring will also take place on Saturdays with transportation being provided.

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
King, Anthony, anthony.king@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: 4,320

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

Strategy Rationale

By implementing a weekly requirement for students to complete 60 minutes of Kahn Academy to practice and track weekly progress, students skills 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: 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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.

During the summer the Exceptional Student Education (ESE) department holds a ESE transition camp for incoming 9th graders with individual education plans. In a small group environment students are provided graduation criteria, tips for school success, and a introduction to important people who they can reach out to for support when needed.

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 the summer the college and career coach offers a boot camp for rising 12th graders that provides them with assistance with the college application process including essay writing 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 2015 indicated the following notable data:

The percent of 2015 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:
59.8% Math 76.9% Reading 74.4% Writing 52% All Three Subjects
In Math our students had lower percentages than those of the district (73%) and across the state (74.5%). Our 2015 scores in reading were 6.8% lower than the district average and 8.9% lower than the state. In writing our students scored 6.3% lower in writing compared to the district and 10.6% lower than the state average. In all three subject areas combined our 2015 graduates scored lower than the district and state average.

The percent of 2015 graduates who completed a college prep curriculum was 72.9%, which was .9% lower than the district level and 6% higher than the state level.

The percent of 2015 graduates who completed at least one AP, IB, AICE, or Dual Enrollment course was 53.2%. This percentage lower than both the district and state levels by 4.9% and 3.3% respectively.

The percent of 2015 graduates enrolled in a Florida public post-secondary institution in the fall 2015 was 51.0%. This percentage was lower than the district and state levels by 3% and 2% respectively.

The Percent of 2015 graduates enrolled in college credit courses in fall 2015 at a FL public post-secondary institution earning a GPA above 2.0 was 86.3% surpassing the district and state by 1.3% and 3.8% respectively.

Currently, our college and career coach along with guidance counselors meet with each 11th grader to ensure they are scheduled in the right course to support their college readiness skills. This includes but not limited to Math for college Readiness. Math for College Readiness is one of many courses set up to increase the skill set of each student, so that when they immediately enter college they can take college credit-baring course. 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 Wekiva High School will still encourage students in grades 9-12 to work on Khan Academy. This program allows students to have extra practice in reading, writing, and mathematics problems. This program has been proven to increase students' performance on college entrance exams.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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"Â? 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.

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 ensuring all students take more rigorous coursework and are monitored for proficiency in the courses.

G2.   Improve student achievement in Mathematics and ELA, by utilizing the strategies set forth by the District Professional Learning Community (DPLC) which will include an intense focus on literacy.

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 ensuring all students take more rigorous coursework and are monitored for proficiency in the courses. 1a

🔍 G095269

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	75.0
Average GPA - H.S.	2.6
College Readiness Mathematics	55.0
4-Year Grad Rate (Standard Diploma)	94.0
College Readiness Reading	60.0

Targeted Barriers to Achieving the Goal 3

- Students not able to attend AP or industry certification tutoring.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Expert instructional resources (teachers/counselors/CTE Specialist/Graduation PLC Team)

- Rich print/digital resources (Curriculum Resource Materials)

- Caring, knowledgeable counselors/college and career specialist

Plan to Monitor Progress Toward G1. 8

Participation in tutoring sessions and Mustang Academic Camps

Person Responsible
Anthony King

Schedule
Weekly, from 9/1/2017 to 5/11/2018

Evidence of Completion
Compiled spreadsheet outlining Mustang Academic Camp participant scores earned.

Plan to Monitor Progress Toward G1. 8

Lesson plans submitted by teachers electronically for Mustang Academic Camps.

Person Responsible
Michele Erickson

Schedule
Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion
Lesson plans posted consistently and feedback provided by supervising administrators.

Plan to Monitor Progress Toward G1. 8

Review of AP and industry certification mock exam results.

Person Responsible
Anthony King

Schedule
Semiannually, from 9/1/2017 to 5/31/2018

Evidence of Completion
Increase in scores from the first mock exam to the second mock exam.

G2. Improve student achievement in Mathematics and ELA, by utilizing the strategies set forth by the District Professional Learning Community (DPLC) which will include an intense focus on literacy. `1a`

🔍 G095270

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	75.0
Algebra I EOC Pass Rate	35.0
Geometry EOC Pass Rate	40.0
U.S. History EOC Pass	70.0
FSA ELA Achievement	45.0
ELA/Reading Lowest 25% Gains	30.0

Targeted Barriers to Achieving the Goal `3`

- Teachers across content areas may be reluctant to accept responsibility for developing student literacy skills.

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

- Expert Instructional Resources

- Rich print/digital resources

- District curriculum tools

- Unify assessment system

- District Coaches

- PLC Teams with common planning time

- District Professional Learning Community meetings

Plan to Monitor Progress Toward G2. `8`

Members of the Leadership Team and DPLC Team Leaders will compile data results from PLC teams' formative and summative assessments.

Person Responsible
Michele Erickson

Schedule
Every 3 Weeks, from 8/14/2017 to 5/31/2018

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 9/12/2017 to 4/28/2018

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

Plan to Monitor Progress Toward G2. `8`

The Administrative Team will exam the results of the 2017-2018 ELA FSA and Algebra 1 EOC

Person Responsible
Michele Erickson

Schedule
Quarterly, from 10/1/2017 to 8/1/2018

Evidence of Completion
Increase in student performance on the ELA FSA and Algebra 1 EOC for 2017-2018.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. To increase college and career readiness of our students by ensuring all students take more rigorous coursework and are monitored for proficiency in the courses. `1`

🔑 G095269

G1.B5 Students not able to attend AP or industry certification tutoring. `2`

🔑 B256440

G1.B5.S1 Initiate school wide tutoring that takes place, during school, after school, and Saturday "Mustang Academic Camp". `4`

🔑 S271199

Strategy Rationale

Students need multiple exposures to the material in order to master it.

Action Step 1 `5`

Identify teachers to provide tutoring in the targeted areas

Person Responsible

Anthony King

Schedule

On 8/31/2017

Evidence of Completion

Notification of teachers that they agree to provided tutoring for the selected number of days.

Action Step 2 `5`

Identify students based on performance scores to invite to tutoring sessions.

Person Responsible

David Schmidt

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Teachers will be required to take attendance during tutoring sessions, so that administration can track targeted student's attendance and performance.

Action Step 3 `5`

Identify students that cannot attend tutoring due to transportation needs and provide bus transportation.

Person Responsible

Keshia Brown-Griffin

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Staff members will document bus riders

Action Step 4 `5`

Implement focused tutoring sessions based on students summative and formative assessment data as part of our Mustang Academic Camps

Person Responsible

Anthony King

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Calendar of tutoring sessions and payroll documentation.

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

School administrators will monitor student attendance and the use of bus transportation.

Person Responsible

David Schmidt

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Administrators will see a increase in the number of students attending tutoring.

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

The administrator overseeing the school tutoring program will track student attendance along with student performance data.

Person Responsible

Michele Erickson

Schedule

Quarterly, from 10/1/2017 to 5/31/2018

Evidence of Completion

Tutoring attendance logs and AP and industry certification exam results.

G2. Improve student achievement in Mathematics and ELA, by utilizing the strategies set forth by the District Professional Learning Community (DPLC) which will include an intense focus on literacy. 1

🔑 G095270

G2.B6 Teachers across content areas may be reluctant to accept responsibility for developing student literacy skills. 2

🔑 B256446

G2.B6.S1 School based DPLC team will plan and implement professional development training. 4

🔑 S271214

Strategy Rationale

Not all teachers have a strong foundation in teaching literacy skills within their content area.

Action Step 1 5

Establish membership on the school based District Professional Learning Community (DPLC).

Person Responsible

Michele Erickson

Schedule

On 8/31/2017

Evidence of Completion

Notification of members of the school based DPLC shared with school staff

Action Step 2 5

The school based DPLC will attend district meetings and training and follow up by implementing appropriate professional development for all teachers.

Person Responsible

David Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

School based DPLC will conduct training based on predetermined professional development days

Action Step 3 5

School based DPLC members will work within curriculum PLC teams to train teachers on how to infuse literacy skills within standards based instruction.

Person Responsible

Johnathan Mindermann

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

The Administrative Team will examine I-Observation reports and data

Person Responsible

Michele Erickson

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Summary of patterns and trends to curriculum leaders and instructional coaches based upon biweekly analyses of I-Observation reports and discussions of lesson plan reviews by the assistant principals.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

School based administrators will conduct classroom observations to ensure implementation of strategies taught by the DPLC.

Person Responsible

Michele Erickson

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Classroom observations feedback provided to teachers in I-Observation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B5.S1.A1 A363491	Identify teachers to provide tutoring in the targeted areas	King, Anthony	8/15/2017	Notification of teachers that they agree to provided tutoring for the selected number of days.	8/31/2017 one-time
G2.B6.S1.A1 A363517	Establish membership on the school based District Professional Learning Community (DPLC).	Erickson, Michele	8/14/2017	Notification of members of the school based DPLC shared with school staff	8/31/2017 one-time
G2.MA2 M388565	The Administrative Team will examine i-Observation reports and data.	Erickson, Michele	9/12/2017	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	4/28/2018 weekly
G1.MA1 M388541	Participation in tutoring sessions and Mustang Academic Camps	King, Anthony	9/1/2017	Compiled spreadsheet outlining Mustang Academic Camp participant scores earned.	5/11/2018 weekly
G1.MA2 M388542	Lesson plans submitted by teachers electronically for Mustang Academic Camps.	Erickson, Michele	8/14/2017	Lesson plans posted consistently and feedback provided by supervising administrators.	5/31/2018 weekly
G1.MA3 M388543	Review of AP and industry certification mock exam results.	King, Anthony	9/1/2017	Increase in scores from the first mock exam to the second mock exam.	5/31/2018 semiannually
G2.MA1 M388564	Members of the Leadership Team and DPLC Team Leaders will compile data results from PLC teams'...	Erickson, Michele	8/14/2017	PLC team collaboration notes, weekly leadership team meeting agendas and notes, documentation from PLC team leader data presentations to the Leadership Team	5/31/2018 every-3-weeks
G1.B5.S1.MA1 M388539	The administrator overseeing the school tutoring program will track student attendance along with...	Erickson, Michele	10/1/2017	Tutoring attendance logs and AP and industry certification exam results.	5/31/2018 quarterly
G1.B5.S1.MA1 M388540	School administrators will monitor student attendance and the use of bus transportation.	Schmidt, David	9/1/2017	Administrators will see a increase in the number of students attending tutoring.	5/31/2018 biweekly
G1.B5.S1.A2 A363492	Identify students based on performance scores to invite to tutoring sessions.	Schmidt, David	9/1/2017	Teachers will be required to take attendance during tutoring sessions, so that administration can track targeted student's attendance and performance.	5/31/2018 quarterly
G1.B5.S1.A3 A363493	Identify students that cannot attend tutoring due to transportation needs and provide bus...	Brown-Griffin, Keshia	9/1/2017	Staff members will document bus riders	5/31/2018 weekly
G1.B5.S1.A4 A363494	Implement focused tutoring sessions based on students summative and formative assessment data as...	King, Anthony	9/1/2017	Calendar of tutoring sessions and payroll documentation.	5/31/2018 weekly
G2.B6.S1.MA1 M388562	School based administrators will conduct classroom observations to ensure implementation of...	Erickson, Michele	9/1/2017	Classroom observations feedback provided to teachers in I-Observation.	5/31/2018 weekly
G2.B6.S1.MA1 M388563	The Administrative Team will examine I-Observation reports and data	Erickson, Michele	9/1/2017	Summary of patterns and trends to curriculum leaders and instructional coaches based upon biweekly analyses of I-Observation reports and discussions of lesson plan reviews by the assistant principals.	5/31/2018 biweekly
G2.B6.S1.A2 A363518	The school based DPLC will attend district meetings and training and follow up by implementing...	Schmidt, David	8/14/2017	School based DPLC will conduct training based on predetermined professional development days	5/31/2018 quarterly
G2.B6.S1.A3 A363519	School based DPLC members will work within curriculum PLC teams to train teachers on how to infuse...	Mindermann, Johnathan	9/1/2017		5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA3 🔍 M388566	The Administrative Team will exam the results of the 2017-2018 ELA FSA and Algebra 1 EOC	Erickson, Michele	10/1/2017	Increase in student performance on the ELA FSA and Algebra 1 EOC for 2017-2018.	8/1/2018 quarterly

V. Professional Development Opportunities

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

G2. Improve student achievement in Mathematics and ELA, by utilizing the strategies set forth by the District Professional Learning Community (DPLC) which will include an intense focus on literacy.

G2.B6 Teachers across content areas may be reluctant to accept responsibility for developing student literacy skills.

G2.B6.S1 School based DPLC team will plan and implement professional development training.

PD Opportunity 1

The school based DPLC will attend district meetings and training and follow up by implementing appropriate professional development for all teachers.

Facilitator

Rogers, Theresa

Participants

Wekiva High School faculty

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

School based DPLC members will work within curriculum PLC teams to train teachers on how to infuse literacy skills within standards based instruction.

Facilitator

Johnathan , Mindermann

Participants

Wekiva High School faculty

Schedule

Monthly, from 9/1/2017 to 5/31/2018

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 ensuring all students take more rigorous coursework and are monitored for proficiency in the courses.

G1.B5 Students not able to attend AP or industry certification tutoring.

G1.B5.S1 Initiate school wide tutoring that takes place, during school, after school, and Saturday "Mustang Academic Camp".

TA Opportunity 1

Identify teachers to provide tutoring in the targeted areas

Facilitator

Schmidt, David

Participants

Faculty members

Schedule

On 8/31/2017

TA Opportunity 2

Identify students based on performance scores to invite to tutoring sessions.

Facilitator

King, Anthony

Participants

Students identified in AP and industry certification classes

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

TA Opportunity 3

Identify students that cannot attend tutoring due to transportation needs and provide bus transportation.

Facilitator

king, Anthony

Participants

Student that need transportation to access tutoring

Schedule

Weekly, from 9/1/2017 to 5/31/2018

TA Opportunity 4

Implement focused tutoring sessions based on students summative and formative assessment data as part of our Mustang Academic Camps

Facilitator

Schmidt, David

Participants

Students and staff

Schedule

Weekly, from 9/1/2017 to 5/31/2018

G2. Improve student achievement in Mathematics and ELA, by utilizing the strategies set forth by the District Professional Learning Community (DPLC) which will include an intense focus on literacy.

G2.B6 Teachers across content areas may be reluctant to accept responsibility for developing student literacy skills.

G2.B6.S1 School based DPLC team will plan and implement professional development training.

TA Opportunity 1

Establish membership on the school based District Professional Learning Community (DPLC).

Facilitator

Schmidt, David

Participants

DPLC team members

Schedule

On 8/31/2017

		VII. Budget				
1	G1.B5.S1.A1	Identify teachers to provide tutoring in the targeted areas				$0.00
2	G1.B5.S1.A2	Identify students based on performance scores to invite to tutoring sessions.				$0.00
3	G1.B5.S1.A3	Identify students that cannot attend tutoring due to transportation needs and provide bus transportation.				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1142	131328-CONSULTING SERVICES - TRANSPORTATION	1542 - Wekiva High	Other		$5,000.00
4	G1.B5.S1.A4	Implement focused tutoring sessions based on students summative and formative assessment data as part of our Mustang Academic Camps				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1142	120-Classroom Teachers	1542 - Wekiva High	Other		$10,000.00
5	G2.B6.S1.A1	Establish membership on the school based District Professional Learning Community (DPLC).				$0.00
6	G2.B6.S1.A2	The school based DPLC will attend district meetings and training and follow up by implementing appropriate professional development for all teachers.				$0.00
7	G2.B6.S1.A3	School based DPLC members will work within curriculum PLC teams to train teachers on how to infuse literacy skills within standards based instruction.				$0.00
					Total:	$15,000.00