2013-2014 SCHOOL IMPROVEMENT PLAN

Wekiva High
2501 N HIAWASSEE RD
Apopka, FL 32703
407-297-4900

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	69%

Alternative/ESE Center	Charter School	Minority Rate
No	No	71%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	B	B	B	D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Wekiva High

Principal
Dr. Doreen Elise Gruber

School Advisory Council chair
Ms. Gigi Palmer

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Edward Carman	Behavior Specialist
Richard Carr	Instructional Support/Dean
Angela Clayton	Assistant Principal
Kristi Draus	Dean/Writing Coach
Gwendolyn Ellison	Instructional Support/Inclusion Coach
Curtis John	Safe Coordinator
George Kispert	Assistant Principal
Christian Richardson	Testing Coordinator/CRT
Kimberly Santana	Assistant Principal
Jeffrey Sharpe	Instructional Support/Dean
Emilio Vitulli	Instructional Support/Dean
Demetria Wilson	Assistant Principal
Janet Pitts	Reading Coach

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council is comprised of the principal, parents, students, teachers, education support employees, and other community members who are representative of the ethnic, racial, and

economic community served by the school. SAC also assists with assessing the school's needs and evaluating progress towards the school improvement plan's goals.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

SAC meets monthly at Wekiva High School on Tuesday evenings. Topics include presentations from various areas of the school programs targeted to meet the needs of the school's diverse population.

Projected use of school improvement funds, including the amount allocated to each project

None: SAC does not have funds available at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
5

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dr. Doreen Elise Gruber

Principal	Years as Administrator: 19	Years at Current School: 7

Credentials	BA in English Language Arts Education (UCF), MA in English (UCF), MA in Humanities (University of Wales), EdS in Educational Leadership (Stetson), EdD in Educational Leadership (University of Florida). Certifications: English 6-12, Ed Leadership, Endorsements: Gifted, ESOL
Performance Record	2012-2013 School grade pending - FCAT Proficiency Level 3 or above - Reading 44%; Math 53% Writing 47%; Science 48%; Learning Gains Reading 62%; Learning Gains Math 64%, Reading Lowest 25% Learning Gains 64%; Math Lowest 25% Learning Gains 68%. 2011-2012 School Grade: B; FCAT Proficiency: Reading 42% Math 48%; Writing: 82%; Learning Gains: Reading 58% Math: 60%; Lowest 25%: Reading: 61% Math: 69% 2010-11 School Grade: B. FCAT Proficiency: Reading 39%, Math 74%, Science 42%, Writing: 83%, Reading Learning Gains 46%, Math Learning Gains 76%, Lowest 25%:Reading: 42% Math: 70% AYP information: School-wide: No, Total Writing Proficiency: Yes, Total Graduation Criterion Met: No, AYP Reading Proficiency: No, AYP Math Proficiency: Yes in Category White, No in all other categories

George Kispert

Asst Principal	Years as Administrator: 24	Years at Current School: 4

Credentials	BA in Spanish/Secondary Education; MS in Educational Administration & Supervision. Certifications: Ed Leadership
Performance Record	2012-2013 School grade pending - FCAT Proficiency Level 3 or above - Reading 44%; Math 53% Writing 47%; Science 48%; Learning Gains Reading 62%; Learning Gains Math 64%, Reading Lowest 25% Learning Gains 64%; Math Lowest 25% Learning Gains 68%. 2011-2012 School Grade: B; FCAT Proficiency: Reading 42% Math 48%; Writing: 82%; Learning Gains: Reading 58% Math: 60%; Lowest 25%: Reading: 61% Math: 69% 2010-11 School Grade: B. FCAT Proficiency: Reading 39%, Math 74%, Science 42%, Writing: 83%, Reading Learning Gains 46%, Math Learning Gains 76%, Lowest 25%:Reading: 42% Math: 70% AYP information: School-wide: No, Total Writing Proficiency: Yes, Total Graduation Criterion Met: No, AYP Reading Proficiency: No, AYP Math Proficiency: Yes in Category White, No in all other categories

Demetria Wilson		
Asst Principal	Years as Administrator: 6	Years at Current School: 3

Credentials	BA in English Literature; MS in Educational . Leadership Certifications: Ed Leadership; English 6-12
Performance Record	2012-2013 School grade pending - FCAT Proficiency Level 3 or above - Reading 44%; Math 53% Writing 47%; Science 48%; Learning Gains Reading 62%; Learning Gains Math 64%, Reading Lowest 25% Learning Gains 64%; Math Lowest 25% Learning Gains 68%. 2011-2012 School Grade: B; FCAT Proficiency: Reading 42% Math 48%; Writing: 82%; Learning Gains: Reading 58% Math: 60%; Lowest 25%: Reading: 61% Math: 69% 2010-2011 School Grade: B /Gateway High School (Osceola County) FCAT Proficiency: Reading 44% Math 70% Science: 39% Writing: 75% Learning Gains: Reading 54% Math: 78%, Lowest 25%: Reading: 52% Math: 65%, AYP information: School-wide: No, Total Writing Proficiency: Yes, Total Graduation Criterion Met: Yes; AYP Reading Proficiency: No, AYP Math Proficiency: No

Angela Clayton		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	BA: Business Administration, M.Ed: K-8 Math & Science Education Certifications: Ed Leadership, Elementary Ed K-6, ESOL K-12
Performance Record	2012-2013 School grade pending - FCAT Proficiency Level 3 or above - Reading 44%; Math 53% Writing 47%; Science 48%; Learning Gains Reading 62%; Learning Gains Math 64%, Reading Lowest 25% Learning Gains 64%; Math Lowest 25% Learning Gains 68%. John Young Elementary , 2011-2012 - School Grade A 569 points Curriculum Resource Teacher , Reading High Standards 69%, Reading Learning Gains 77%, Reading Learning Gains lowest quartile 69%, Math High Standards 72%, Math Learning Gains 71%, Math Lowest Quartile 67%, Writing 93%, Science 51%, West Creek Elementary, 2010-2011 School Grade A 624 points Curriculum Resource Teacher, 100% AYP met, Reading High Standards 90%, Math High Standards 93%, Writing 92%, Science 78%, Reading Learning Gains 71%, Math Learning Gains 71% , Reading Lowest Quartile Learning Gains 59%, Math Lowest Quartile Learning Gains 70%

Kimberly Santana		
Asst Principal	Years as Administrator: 8	Years at Current School: 0
Credentials	Masters Biology 6-12; Ed Leadership	
Performance Record	2012-2013 Apopka High School Reading High Standards 52%; Math High Standards 62%; Writing 57%; Science 62%; Reading Learning Gains 66%; Math Learning Gains 74%; Reading Lowest 25% 68%; Math Lowest 25% 76% 2011-2012 Apopka High School Reading High Standards – 48% Writing High Standards – 89%; Reading Learning Gains – 56%; Low 25% Reading Gains – 53%; Algebra 1 EOC level 3 and above - 27% 2010-2011 Apopka High School; Grade – B; Math High Standards – 70%; Reading High Standards – 46%, Writing High Standards – 76% Science High Standards – 40%, Math Learning Gains – 70%, Reading Learning Gains – 49%, Low 25% Reading Gains – 44%, Low 25% Math Gains – 63%, AYP Met 74%	

Instructional Coaches

# of instructional coaches
3

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Janet Pitts		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor of Science Management Communication, Master of Science Teaching Reading to ESOL Students with Endorsements in ESOL and Reading	
Performance Record	2012-2013 School grade pending - FCAT Proficiency Level 3 or above - Reading 44%; Math 53% Writing 47%; Science 48%; Learning Gains Reading 62%; Learning Gains Math 64%, Reading Lowest 25% Learning Gains 64%; Math Lowest 25% Learning Gains 68%.	

Kristi Draus

Part-time / School-based	Years as Coach: 1	Years at Current School: 5

Areas	Other
Credentials	BA in English Literature, MA in Educational Leadership. Certifications: Secondary English 6-12; ESOL; Educational Leadership
Performance Record	2012-2013 (Boone High School) Reading High Standards: 67%; Math High Standards 73%; Writing High Standards 57%; Science High Standards 72%; Reading Learning Gains 70%; Math Learning Gains 77%; Reading Progress of Lowest 25% 72%; Math Progress of Lowest 25% 64% 2011-2012 School Grade: B, FCAT Proficiency: Reading 42% Math 48% Writing: 82%, Learning Gains: Reading 58% Math: 60%, Lowest 25%: Reading: 61% Math: 69% 2010-11 School Grade: B, FCAT Proficiency: Reading 39% Math 74%, Science: 42% Writing: 83% Learning Gains: Reading 46% Math: 76%, Lowest 25%: Reading: 42% Math: 70%, AYP information: School-wide: No, Total Writing Proficiency: Yes, Total Graduation Criterion Met: No, AYP Reading Proficiency: No AYP Math Proficiency: Yes in White; no in all other categories

Valerie Shepherd

Part-time / School-based	Years as Coach: 0	Years at Current School: 3

Areas	Mathematics
Credentials	Certification Math 6-12 B.S Mathematics M.Ed Education, Curriculum & Instruction
Performance Record	2012-2013 School grade pending - FCAT Proficiency Level 3 or above - Reading 44%; Math 53% Writing 47%; Science 48%; Learning Gains Reading 62%; Learning Gains Math 64%, Reading Lowest 25% Learning Gains 64%; Math Lowest 25% Learning Gains 68%. 2011-2012 School Grade: B; FCAT Proficiency: Reading 42% Math 48%; Writing: 82%; Learning Gains: Reading 58% Math: 60%; Lowest 25%: Reading: 61% Math: 69% 2010-11 School Grade: B. FCAT Proficiency: Reading 39%, Math 74%, Science 42%, Writing: 83%, Reading Learning Gains 46%, Math Learning Gains 76%, Lowest 25%:Reading: 42% Math: 70% AYP information: School-wide: No, Total Writing Proficiency: Yes, Total Graduation Criterion Met: No, AYP Reading Proficiency: No, AYP Math Proficiency: Yes in Category White, No in all other categories

Classroom Teachers

# of classroom teachers
96

 # receiving effective rating or higher
87, 91%

 # Highly Qualified Teachers
100%

 # certified in-field
94, 98%

 # ESOL endorsed
18, 19%

 # reading endorsed
9, 9%

 # with advanced degrees
49, 51%

 # National Board Certified
6, 6%

 # first-year teachers
11, 11%

 # with 1-5 years of experience
35, 36%

 # with 6-14 years of experience
41, 43%

 # with 15 or more years of experience
10, 10%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
9

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The leadership team examines the data from the previous school year and determines appropriate goals for the school improvement plan. Each assistant principal supports specific curricular areas, and works with department chairpersons and PLC leaders, administrative deans, and instructional coaches to develop an appropriate plan of action to support students. Members of the team also work in conjunction with the school advisory council to monitor the progress of the school improvement plan.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Each PLC meets at least twice per month. One of these meetings is a data meeting dealing with data pertinent to specific programs. Teams review and analyze the data to determine next steps, plans, or interventions that are needed as a result of the data analysis. This information is documented and reported to the leadership team. The leadership team meets regularly to review data and discuss school goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include, but are not limited to, benchmark assessments, standardized assessments, ACT, SAT, PERT, EOC, Industry Certification, common assessments, grade distribution reports, writing analysis from school wide administered prompts, discipline, and attendance data. Tier 1 - school leadership team, curriculum leaders, and PLC teams. Tier 2 - Reading and Math coaches, administrative deans, student support services team. Tier 3 - ESE & IEP teams.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

During the 2011-2012 school year, the staff participated in an overview of the MTSS process. As we have had several changes of staff, we will provide support to new members on their roles within the structure of the MTSS process. We will also need to expand the structure of our progress monitoring meetings so that we can explore additional instructional interventions that the PLC Teams may implement for greater student success.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,000

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Valerie Shepherd (Math Coach) & Kimberly Santana (Assistant Principal)

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
D. Elise Gruber	Principal
Angela Clayton	Assistant Principal
Kristi Draus	Writing Coach
Janet Pitts	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team supports literacy efforts school wide. Meetings are held bi-weekly. The assistant principal, reading coach, and writing coach collaboratively analyze the data, which includes information from standardized assessments, common assessments, benchmarks and accompanying assessment information, student work samples, curricular program data, and teacher feedback. Overall trends and opportunities for growth are assessed and reviewed. The team creates a plan to facilitate data analysis and instructional implications with teachers and the administrative team. The team makes recommendations to the administrative team about strategies to be implemented and facilitates professional development, coaching and feedback through peer and informal observations. Along with observations of lessons, lesson plans and writing logs are reviewed to determine that the appropriate level of rigor is incorporated within lessons.

Major initiatives of the LLT

The first major initiative is to implement a process to monitor school wide writing tasks. We will implement a required writing log and re-vamp the use of the My Access program to support writing across all content areas to monitor the quality of writing tasks. This will include professional development that emphasizes claim based writing and close reading, text complexity and emphasizing text dependent questions.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

This year we are emphasizing and encouraging teachers in every content area to help students use reading and writing strategies to deepen their knowledge. As an AVID school, we have supported the Cornell note taking strategy for a number of years. We need to build upon this by having students engage in close reads each nine weeks, with writing tasks that are documented quarterly. We will continue our focus of providing students with a variety of nonfiction, informational, and expository text where teachers model and organize information to show understanding or relationships among facts, ideas, and events. Specific methods may include charting, mapping, summarizing, comparing, contrasting, and drawing inferences. In addition to district supported training, we will provide on site professional development that emphasizes ways we can (1) teach students to re-read text, (2) provide opportunities for students to engage in claim based writing, and (3) develop common assessments that offer text dependent questions based on our understanding of deconstructed standards.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students work with guidance counselors throughout their entire high school course of study to experience courses that will promote academic success in high school and beyond. Students are assigned the same guidance counselor from 9th through 12th grades so that they can make meaningful decisions based on personal goals when developing student plans. Counselors ensure students take all the classes needed to graduate on time, and work with students so they understand the types of classes that will prepare them for college or career choices after graduation. We have a college and career resource room staffed daily so that students can research careers, obtain support in the college application process, or obtain assistance with writing essays. In addition, we offer numerous opportunities where colleges visit the campus. The AVID and Scholar Academy programs encourage students to take advanced placement courses, and offer field trips where students personally visit college campuses.

Strategies for improving student readiness for the public postsecondary level

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. We utilize Springboard curriculum which is aligned to Common Core State Standards, and has been proven to help prepare diverse students for success in advanced placement, college and beyond. We also provide ACT and SAT preparatory courses for students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	44%	No	58%
American Indian				
Asian	73%	75%	Yes	75%
Black/African American	42%	32%	No	48%
Hispanic	50%	38%	No	55%
White	67%	60%	No	70%
English language learners	24%	9%	No	32%
Students with disabilities	39%	23%	No	45%
Economically disadvantaged	46%	36%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	209	21%	33%
Students scoring at or above Achievement Level 4	214	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		36%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	548	62%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	142	64%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	31	48%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	26%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	26%	30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	308	69%	72%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	235	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		60%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	47%	Yes	45%
American Indian				
Asian				
Black/African American	35%	41%	Yes	42%
Hispanic	34%	44%	Yes	41%
White	46%	54%	Yes	51%
English language learners	29%	20%	No	36%
Students with disabilities	34%	33%	No	41%
Economically disadvantaged	34%	42%	Yes	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		38%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		15%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	462	64%	68%
Students in lowest 25% making learning gains (EOC)	141	68%	71%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	245	55%	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	36%	41%
Students scoring at or above Achievement Level 4	33	8%	12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	137	31%	35%
Students scoring at or above Achievement Level 4	44	10%	15%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		43%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		43%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	30%	50%
Students scoring at or above Achievement Level 4	15	14%	15%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		3
Participation in STEM-related experiences provided for students	140	7%	15%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	276	13%	17%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		23%	28%
Students taking one or more advanced placement exams for STEM-related courses	46	24%	30%
CTE-STEM program concentrators	64		90
Students taking CTE-STEM industry certification exams	31	16%	20%
Passing rate (%) for students who take CTE-STEM industry certification exams		26%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	280	14%	17%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	94	34%	40%
Completion rate (%) for CTE students enrolled in *accelerated* courses		24%	30%
Students taking CTE industry certification exams	54	19%	30%
Passing rate (%) for students who take CTE industry certification exams		80%	85%
CTE program concentrators	225	27%	31%
CTE teachers holding appropriate industry certifications	1	17%	50%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	444	20%	15%
Students in ninth grade with one or more absences within the first 20 days	131	21%	16%
Students in ninth grade who fail two or more courses in any subject	89	16%	13%
Students with grade point average less than 2.0	399	25%	22%
Students who fail to progress on-time to tenth grade	43	7%	4%
Students who receive two or more behavior referrals	103	5%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	201	10%	8%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	67	15%	10%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	380	85%	88%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	50	62%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	491	85%	88%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We want to increase communication with parents so that they are informed about events in a timely manner through various methods.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Implement an electronic newsletter for weekly updates to parents and the community with the collection of email address information for 70% of our student population.	0	0%	70%

Goals Summary

G1. Improve comprehension skills of students in intensive reading

G2. We want to incorporate rigorous writing throughout our content areas to deepen our student's knowledge.

Goals Detail

G1. Improve comprehension skills of students in intensive reading

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal
- Reading Coach
- Curriculum Programs: Read180, Edge, Achieve 3000
- Staff Development (district and school based)

Targeted Barriers to Achieving the Goal
- Need consistency in the use of research based programs at each grade level
- Classes lack structure and routines to provide intensive intervention support.

Plan to Monitor Progress Toward the Goal

The reading department will monitor student usage reports, participation reports to monitor the time students spend using the program, and completion of sessions.

Person or Persons Responsible
Janet Pitts

Target Dates or Schedule:
Reading Coach will review monthly, teachers may review more frequently as needed

Evidence of Completion:
Read 180 usage reports - increase in student lexile scores, and number of sessions completed is expected

G2. We want to incorporate rigorous writing throughout our content areas to deepen our student's knowledge.

Targets Supported
- Writing

Resources Available to Support the Goal
- My Access, Writing Logs, OC Writes, PLC Assessments, Student Work Samples, District Professional Development, Springboard

Targeted Barriers to Achieving the Goal
- Need to help teachers become more comfortable with scoring writing

- Writing tasks may not provide enough rigor to challenge and improve targeted skills

Plan to Monitor Progress Toward the Goal

Student writing tasks need to show evidence of claim based writing in all content areas.

Person or Persons Responsible
Writing Coach, Language Arts teachers, and selected teachers from various content areas

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student Writing Samples, scored essays, My Access essays

Action Plan for Improvement

Problem Solving Key

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

G1. Improve comprehension skills of students in intensive reading

G1.B1 Need consistency in the use of research based programs at each grade level

G1.B1.S1 Implement district recommended programs 9th and 10th grades

Action Step 1

Ensure that teachers consistently use the programs with fidelity.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Teachers

Target Dates or Schedule

Weekly PLC Sessions

Evidence of Completion

Administrators and coaches will conduct observations of classrooms and review lesson plans; each classroom will have a minimum of a weekly visit; program usage reports will reflect the progress of students with components of the program; PLC sessions will review data so that instruction can be adjusted to target needs.

Action Step 2

Purchase and Implement Achieve 3000 program with 9th and 10th grade single block classes; administer level set assessment, and monitor the completion of activities.

Person or Persons Responsible

Dr. Gruber (principal) Angela Clayton (assistant principal), Janet Pitts (reading coach), Renita Reed-Davis, Stephanie Elix, Karla Alston, Steve Montgomery, Jose Gainza, Sian Heetai

Target Dates or Schedule

Level Set Target completion date: September 26, 2013 Monitor completion of activities - Weekly starting September 30

Evidence of Completion

Level set completion report, Achieve 3000 Administrative Reports. The expectation is that students will complete a minimum of 2 activities per week for the program and levels should be adjusted on a monthly basis.

Action Step 3

Provide training and support in use of Read 180 and Achieve 3000

Person or Persons Responsible

District support, Program specific support representatives who provide on site support, Reading Coach

Target Dates or Schedule

Ongoing beginning September 2013

Evidence of Completion

Site visit reports, sign in sheets, PLC meeting notes

Facilitator:

District curriculum resource representatives, Program Representatives, Reading Coach

Participants:

Intensive reading teachers, reading coach, assistant principal

Action Step 4

Purchase Next Generation Upgrade for 9th grade double block classes, provide access to teachers to the online component, distribute curriculum materials to classrooms, load students and administer initial placement assessment.

Person or Persons Responsible

Dr. Gruber (principal) Angela Clayton (assistant principal), Janet Pitts (reading coach), Jose Gainza, Michael Montgomery

Target Dates or Schedule

September 30, 2013

Evidence of Completion

purchase orders, logons, student rosters, SRI Lexile Reports

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

We will monitor consistency in the use of research-based programs at each grade level by conducting classroom visits to observe instructional routines, and review various program usage reports to ensure students are completing the minimum required activities, and progressing towards growth targets.

Person or Persons Responsible

Teachers will review reports to make adjustments to instruction and student levels. The reading coach, principal and assistant principal will review other administrative reports to ensure use of program per expectations.

Target Dates or Schedule

Reading Coach will work closely with teachers to provide coaching and feedback through the PLC team on a weekly basis; Reading Coach and Assistant Principal will review data bi-weekly and work with program site representatives who will also conduct classroom visits and provide supplemental information on the fidelity of the program implements. All information will be reviewed and shared with principal to provide data for teachers who are implementing program with fidelity or who need additional support.

Evidence of Completion

Meeting Notes, Coaching and Feedback sessions, PLC team notes, Observation information, program specific administrative reports, and classroom instruction

Plan to Monitor Effectiveness of G1.B1.S1

With consistent use of the program, positive improvements in reading comprehension for various student population groups should be realized.

Person or Persons Responsible

Leadership Team will review results of program reports, benchmark data, and FCAT 2.0 results

Target Dates or Schedule

Program Reports (monthly); Benchmark reports (fall and winter) through Performance Matters; FCAT data annually.

Evidence of Completion

Resources are used to maximize student engagement and teacher effectiveness; Increases in student achievement based on assessment data

G1.B4 Classes lack structure and routines to provide intensive intervention support.

G1.B4.S1 Organize students for small group instruction in a rotational model with structured independent work stations and the use of digital curriculum

Action Step 1

The Reading Coach will provide teachers with resources and training so that they can establish routines and structures to support a rotation based reading classroom with small group instruction, independent work, and digital curriculum usage. Teachers will have opportunities to reflect, practice, and receive feedback regarding these components.

Person or Persons Responsible

Reading Coach, Teachers

Target Dates or Schedule

Scheduled Literacy Tuesdays and PLC meetings

Evidence of Completion

sign in sheets and visual evidence of procedures in place in classrooms through observations

Facilitator:

Janet Pitts

Participants:

Reading Teachers

Action Step 2

Teachers will organize class (layout and schedule) to allow for the facilitation of teacher guided small group instruction, structured independent work stations, and use of digital programs.

Person or Persons Responsible

Classroom Teachers with support from the Reading Coach and AmeriCorp

Target Dates or Schedule

Daily

Evidence of Completion

classroom observations, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1

We will monitor classroom interactions for evidence of fluidity of rotations and effectiveness of instructional practices.

Person or Persons Responsible

Principal, Assistant Principals, Reading Coach, Administrative Deans, District Support Personnel

Target Dates or Schedule

On a rotational basis, classrooms will be visited several times a week

Evidence of Completion

Classroom observations, lesson plans, and student progress in the curricular programs

Plan to Monitor Effectiveness of G1.B4.S1

We will monitor organization for increase in on task behaviors, and increases in student achievement.

Person or Persons Responsible

Classroom teachers, reading coach, supervising administrator

Target Dates or Schedule

Monthly with an annual review of FCAT data

Evidence of Completion

Increase in student engagement, increase in on task behaviors, increase in lexile scores which will be demonstrated in their progress in Read 180 and Achieve 3000, improvement in assessment data

G2. We want to incorporate rigorous writing throughout our content areas to deepen our student's knowledge.

G2.B1 Need to help teachers become more comfortable with scoring writing

G2.B1.S1 Participate in frequent writing tasks that are scored using a rubric to develop a common understanding of writing expectations

Action Step 1

Teachers will attend district professional development, specifically Writing With Core Connections an Springboard

Person or Persons Responsible

Selected Teachers

Target Dates or Schedule

Throughout the Year beginning in August as training and follow up sessions are provided

Evidence of Completion

Staff development points, attendance at workshops

Facilitator:

District

Participants:

Language Arts Teachers

Action Step 2

The Writing Coach will provide training in (1) how to score essays using rubrics and provide coaching and feedback to teachers on instructional implications, and (2) addressing claim based writing across content areas.

Person or Persons Responsible

Selected teachers (10th Grade ELA and selected teachers across content areas)

Target Dates or Schedule

September, October, January, March

Evidence of Completion

Student Scored essays, meeting notes, work samples

Facilitator:

Kristi Draus, Writing Coach

Participants:

Selected teachers (10th Grade ELA and selected teachers across content areas)

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

Writing scoring sessions will be completed

Person or Persons Responsible

Writing Coach will lead with support from Curriculum Resource Teacher

Target Dates or Schedule

September, October, December, March and May

Evidence of Completion

Scoring results will be analyzed for trends in student scores

Plan to Monitor Effectiveness of G2.B1.S1

Data results and instructional implications will be shared by the principal with the team to review progress towards improvement of writing.

Person or Persons Responsible

Writing Coach, Department Chairs, Administrative team

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting Notes, Agendas, Student Work, Writing Logs

G2.B3 Writing tasks may not provide enough rigor to challenge and improve targeted skills

G2.B3.S1 Implement Quarterly writing logs

Action Step 1

Teachers will craft rigorous writing tasks and will document on the required writing log.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Writing will be incorporated ongoing throughout instruction; logs will be submitted quarterly

Evidence of Completion

Student Work Samples, Writing Logs

Action Step 2

Implement writing log for all content areas to monitor the 1,000 word writing requirement.

Person or Persons Responsible

All teachers, writing coach will monitor writing tasks and coach teachers as needed based on the structure of the writing assignments.

Target Dates or Schedule

Monthly

Evidence of Completion

Writing logs

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Writing coach will monitor the writing log each nine weeks to ensure completion, along with student work samples, and work with content area administrator to provide support to teachers as needed

Person or Persons Responsible

Kristi Draus, Writing Coach, content area administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

student work samples, writing log

Plan to Monitor Effectiveness of G2.B3.S1

Monitor the writing log each nine weeks to ensure completion along with student work samples and work with content area to provide support to teachers

Person or Persons Responsible

Kristi Draus

Target Dates or Schedule

Quarterly

Evidence of Completion

completed logs and student work samples

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds will be used to support professional development activities targeted towards school wide writing improvement. Our FCAT Writes scores from last year revealed a need to improve our students' writing skills. Not only do we wish to improve in this area but we want to prepare students for common core state standards which place emphasis on cross content knowledge and the ability to communicate through writing. We propose to use substitute teachers so that teachers can be involved with professional learning experiences in writing where student writing is evaluated. The goal is that teachers will be able to collaboratively establish a consist understanding of how to evaluate student writing and make informed instructional decisions. As each assessment is evaluated, the Writing Coach will structure additional learning activities, with focused feedback, informal observations, and monitoring of assessments and writing tasks.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Improve comprehension skills of students in intensive reading

G1.B1 Need consistency in the use of research based programs at each grade level

G1.B1.S1 Implement district recommended programs 9th and 10th grades

PD Opportunity 1

Provide training and support in use of Read 180 and Achieve 3000

Facilitator

District curriculum resource representatives, Program Representatives, Reading Coach

Participants

Intensive reading teachers, reading coach, assistant principal

Target Dates or Schedule

Ongoing beginning September 2013

Evidence of Completion

Site visit reports, sign in sheets, PLC meeting notes

G1.B4 Classes lack structure and routines to provide intensive intervention support.

G1.B4.S1 Organize students for small group instruction in a rotational model with structured independent work stations and the use of digital curriculum

PD Opportunity 1

The Reading Coach will provide teachers with resources and training so that they can establish routines and structures to support a rotation based reading classroom with small group instruction, independent work, and digital curriculum usage. Teachers will have opportunities to reflect, practice, and receive feedback regarding these components.

Facilitator

Janet Pitts

Participants

Reading Teachers

Target Dates or Schedule

Scheduled Literacy Tuesdays and PLC meetings

Evidence of Completion

sign in sheets and visual evidence of procedures in place in classrooms through observations

G2. We want to incorporate rigorous writing throughout our content areas to deepen our student's knowledge.

G2.B1 Need to help teachers become more comfortable with scoring writing

G2.B1.S1 Participate in frequent writing tasks that are scored using a rubric to develop a common understanding of writing expectations

PD Opportunity 1

Teachers will attend district professional development, specifically Writing With Core Connections an Springboard

Facilitator

District

Participants

Language Arts Teachers

Target Dates or Schedule

Throughout the Year beginning in August as training and follow up sessions are provided

Evidence of Completion

Staff development points, attendance at workshops

PD Opportunity 2

The Writing Coach will provide training in (1) how to score essays using rubrics and provide coaching and feedback to teachers on instructional implications, and (2) addressing claim based writing across content areas.

Facilitator

Kristi Draus, Writing Coach

Participants

Selected teachers (10th Grade ELA and selected teachers across content areas)

Target Dates or Schedule

September, October, January, March

Evidence of Completion

Student Scored essays, meeting notes, work samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve comprehension skills of students in intensive reading	$34,000
	Total	$34,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School Budget	$34,000	$34,000
Total	$34,000	$34,000

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Improve comprehension skills of students in intensive reading

G1.B1 Need consistency in the use of research based programs at each grade level

G1.B1.S1 Implement district recommended programs 9th and 10th grades

Action Step 2

Purchase and Implement Achieve 3000 program with 9th and 10th grade single block classes; administer level set assessment, and monitor the completion of activities.

Resource Type

Evidence-Based Program

Resource

Read 180, Achieve 3000

Funding Source

School Budget

Amount Needed

$26,000

Action Step 4

Purchase Next Generation Upgrade for 9th grade double block classes, provide access to teachers to the online component, distribute curriculum materials to classrooms, load students and administer initial placement assessment.

Resource Type

Evidence-Based Program

Resource

Scholastic Read 180 Next Generation

Funding Source

School Budget

Amount Needed

$8,000