

Orange County Public Schools

# Wekiva High



2020-21 Schoolwide Improvement Plan

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# Wekiva High

2501 N HIAWASSEE RD, Apopka, FL 32703

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

## Demographics

**Principal: Kenisha Williams**

Start Date for this Principal: 6/24/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (47%) 2017-18: C (47%) 2016-17: C (44%) 2015-16: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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# Wekiva High

2501 N HIAWASSEE RD, Apopka, FL 32703

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>89%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>85%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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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. 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: School Information

### School Mission and Vision

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

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

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

To ensure every student has a promising and successful future.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Baker-Drayton, Tamara	Principal	The principal is responsible for all aspects of the day-to day operation of the school.
Brown-Griffin, Keshia	Dean	The responsibilities of the dean are to assist teachers with classroom management skills so that students can meet with optimal success in all classrooms.
Tolbert, Deana	Assistant Principal	The assistant principal is responsible for supporting curriculum areas, providing feedback to teachers regarding instructional practices to increase student achievement, and to assist the principal in the day-to-day operation of the school as needed.
Miller, Saraya	Assistant Principal	
Coffey-Wilson, La'Tanya	Other	
Williams, Lettita	Instructional Coach	
Foster, Eddie	Assistant Principal	
Martin, Tami	Instructional Coach	

### Demographic Information

#### Principal start date

Wednesday 6/24/2020, Kenisha Williams

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

**Total number of teacher positions allocated to the school**

92

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
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<b>Primary Service Type</b> (per MSID File)	K-12 General Education
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<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A



<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### Early Warning Systems

#### Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	555	547	539	497	2138
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	143	106	121	118	488
One or more suspensions	0	0	0	0	0	0	0	0	0	0	69	48	50	32	199
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	123	88	151	127	489
Course failure in Math	0	0	0	0	0	0	0	0	0	0	131	239	286	211	867
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	160	135	139	138	572
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	168	106	116	184	574

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	7	237	196	251	241	932

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	4	13	7	27

Date this data was collected or last updated

Tuesday 7/7/2020

#### Prior Year - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	591	579	517	522	2209
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	114	144	137	323	718
One or more suspensions	0	0	0	0	0	0	0	0	0	181	174	78	85	518
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	306	287	237	163	993
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	246	258	150	54	708

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	226	271	183	184	864

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	4	28	16	11	59
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	11	16	28	67

**Prior Year - Updated**

**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	591	579	517	522	2209
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	114	144	137	323	718
One or more suspensions	0	0	0	0	0	0	0	0	0	181	174	78	85	518
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	306	287	237	163	993
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	4	28	16	11	59
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	11	16	28	67

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	55%	56%	39%	51%	53%
ELA Learning Gains	41%	53%	51%	45%	46%	49%
ELA Lowest 25th Percentile	32%	40%	42%	31%	34%	41%
Math Achievement	27%	43%	51%	18%	34%	49%
Math Learning Gains	35%	49%	48%	22%	33%	44%
Math Lowest 25th Percentile	27%	46%	45%	26%	33%	39%
Science Achievement	61%	70%	68%	67%	64%	65%
Social Studies Achievement	67%	73%	73%	60%	67%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	42%	52%	-10%	55%	-13%
	2018	41%	50%	-9%	53%	-12%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	35%	50%	-15%	53%	-18%
	2018	38%	49%	-11%	53%	-15%
Same Grade Comparison		-3%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	67%	-8%	67%	-8%
2018	52%	62%	-10%	65%	-13%
Compare		7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	69%	-4%	70%	-5%
2018	61%	65%	-4%	68%	-7%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	63%	-42%	61%	-40%
2018	18%	61%	-43%	62%	-44%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	28%	53%	-25%	57%	-29%
2018	38%	65%	-27%	56%	-18%
Compare		-10%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	29	23	18	28	32	25	50		82	17
ELL	22	39	35	22	35	22	44	48		78	40
ASN	64	52		25	33		85	73		100	56
BLK	34	37	31	20	33	32	53	62		91	33

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	39	42	38	29	37	29	59	67		92	52
MUL	54	54		36	33		80	69		89	44
WHT	58	49	22	43	37		80	80		94	64
FRL	35	37	33	25	32	28	55	62		91	43
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	32	29	21	23	18	28	37		73	31
ELL	14	34	38	11	16		33	30		80	33
ASN	53	53		50	40		71	85		100	64
BLK	38	44	38	26	31	32	48	53		90	33
HSP	39	49	34	30	30	35	56	56		89	46
MUL	66	66		47	31		62	78		91	40
WHT	54	54	35	42	28	13	66	74		93	63
FRL	42	48	36	31	30	31	55	61		90	40
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	31	29	12	24	29	35	41		75	27
ELL	15	33	28	12	23	28	64	29		62	33
ASN	76	83		38	33		92	80		100	75
BLK	33	42	28	15	23	26	56	54		86	28
HSP	34	41	32	16	22	24	69	58		85	35
MUL	44	52		16	17		67	60		86	42
WHT	52	51	46	24	22	23	83	74		92	63
FRL	39	45	31	18	22	26	67	60		86	39

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	11
Percent Tested	99%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that showed the lowest performance was in both math achievement areas (algebra and geometry). These math areas have consistently struggled for the last four years (2019, 2018, 2017, and 2016). Contributing factors to this low performance is attributed to a lack of teacher's instructional capacity to deconstruct the standards into digestible bites and their inability to differentiate and scaffold content to improve student proficiency.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline from the prior year was in the area of English Language Arts Learning Gains from 48% in 2018 to 41% in 2019. The major contributing factor for the decline is attributed to a lack of teacher's instructional capacity to deconstruct the standards into digestible bites and their inability to differentiate and scaffold content to improve student proficiency. Wekiva administration and instructional coaches will continue to support the English Language Art teachers in building their content capacity in efforts to increase student achievement.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math Achievement showed 24% gap from the state average. Wekiva had 27% Math proficiency and the state average was 51%. The math teachers struggled with scaffolding the content, implementation of close reading strategies with math word problems and teaching to the rigor of the math standards. Wekiva administration and instructional coaches will continue to support the math teachers in building their content capacity in efforts to increase student achievement.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Wekiva's Social Studies and Biology both showed the most improvement in proficiency. Both areas increased by 6%. Wekiva's administration and PLC leads provided support to all students within these contents through the efforts of a strong cohesive, highly effective and dedicated professional learning communities, increased and the regular implementation of district provided curriculum resources materials (along with other state resources). Supports also included consistent actionable feedback and input to all teachers during classroom walkthroughs. Finally, the positive teamwork and planning supports from the science and social studies district program assistants help drive the instructional shift and updates based on data chats and meetings.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

In the review and reflection of the Wekiva's EWS data, there are three major areas of concern: first, the high amount of overall tardy and truant students over 90%, next, the high number of course failures in Math and ELA and finally, the moderate number of students receiving out of school suspension school-wide.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increase Math Proficiency
2. Increase ELA Proficiency
3. Sustaining and Increasing Science and Social Studies Proficiency
4. Increase Learning Gains in both Reading and Math
5. Provided increased supports for students with disabilities

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus**  
**Description and Rationale:** Wekiva HS will increase student achievement and decrease the achievement gap by improving teacher instructional capacity with a deeper understanding of the Florida standards and their implementation of effective pedagogical practices.

**Measurable Outcome:** Wekiva HS will increase student achievement and decrease the achievement gap by improving teacher instructional capacity and understanding of the content standards specially in the areas of Math, Biology, ELA and US History. Wekiva HS school-wide goal is to achieve between 3%-5% increase in proficiency and 20%-30% increase in Learning Gains in the lowest 25%.

**Person responsible for monitoring outcome:** Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

**Evidence-based Strategy:** Administration and instructional coaches will collaborate with teachers to analyze previous year's school and state data to identify areas of deficiencies. Each of the tested content areas will create, implement and adjust the action plans as needed based on data throughout the year until FSA and EOC testing. Each of the tested content area teachers will:  
 1. meet twice a week for common planning  
 2. to create standard-based lessons guided by PLC what/how discussion questions  
 3. discuss and model monitoring and engagement strategies aligned with the full extend of the standard  
 4. regularly analyze informal and formal student data to drive instructional adjustments and modifications

**Rationale for Evidence-based Strategy:** The focus on standards-based instruction was selected based on the school data for the last three years. The resources reviewed to support this decision: all FSA, EOC, PMA data results and the learning gains for the lowest 25% for both ELA and Math.

**Action Steps to Implement**

Strong, collaborative PLCs for all tested content areas  
**Person Responsible** Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

Evidence of regular data analysis of all tested content areas  
**Person Responsible** Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

Evidence of actionable feedback to all teachers to build capacity and understanding of standard-based instruction  
**Person Responsible** Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

Teacher and Student Data Chats (Culminating & PMAs)  
**Person Responsible** Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

**#2. -- Select below -- specifically relating to****Area of Focus Description and Rationale:****Measurable Outcome:****Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:****Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**1. Wekiva HS will increase proficiency and achievement in all subgroups by implementing differentiated instruction, as well as an intense focus on social emotional learning (SEL) to support the needs of the whole student.**

**Wekiva will provide opportunities for minority students to take advanced and/or high school accelerated classes and provide additional instructional support through tutoring and intervention classes to help ensure their success. In addition, Wekiva will provide interventions to help struggling students meet their full academic potential; such as Intensive Reading and Math classes. Students below proficient will be invited to after school tutoring and Saturday tutoring. Administration will work continuously with teachers to increase authentic student engagement during the delivery of instruction, ensuring lessons meet the rigor of the standard and provide support with effective classroom management. Wekiva will institute a Positive Behavior System (PBS) to provide incentives and encouragement to students to adhere to the school-wide behaviors expectations "Mustang Manners". The SAFE Ambassadors, faculty, and administration will work together to offer peer counseling, restorative justice sessions and student leadership opportunities in an effort to provide a variety of resources for student social emotional support.**

**2. Wekiva HS will increase student achievement and decrease the achievement gap by improving teacher instructional capacity with a deeper understanding of the Florida standards and their implementation of effective pedagogical practices.**

**Wekiva administration and instructional coaches will continue to support the Math and ELA teachers in building their content capacity in efforts to increase student achievement. Tiered teachers will be encouraged to attend and participate in quarterly professional developments focused on the implementation of proven teaching strategies, standards-based lesson planning and resources. Teacher will be regularly monitored by administration to confirm the application of actionable feedback from instructional coaches and administration with their classrooms. Administration and instructional coaches will collaborate with teachers to analyze previous year's school and state data to identify areas of deficiencies. Each of the tested content areas will create, implement and adjust the action plans as needed based on data throughout the year until FSA and EOC testing.**

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The goal for the 2020-21 school year is to increase parental and community involvement by enhancing our efforts to connect, communicate and cultivate relationships with all stakeholders. All faculty and staff will make a concerted effort to encourage all children and parents to participate in one or more school events during the academic year. Parents will be recruited to become ADDition volunteers, Parent Teacher Association (PTA) members and School Advisory Council (SAC) members during Meet the Teacher, Open House, and family nights. Parents will be informed about upcoming events via newsletters, parent meetings and conferences, school website, Facebook and Connect-Orange phone, text and email messages. Parents will be encouraged to frequently access their child’s grades through Skyward. Informed and involved parents are vital to the school community and success. The School Advisory Council (SAC) is the school committee responsible for developing, implementing, and evaluating school plans including the School Improvement Plan (SIP) and the Parental and Family Engagement Policy (PFEP). The committee is composed of parents, teachers, faculty, and community members with diverse backgrounds. Parents will be included in the development and implementation of Wekiva's Title I plan by attending monthly SAC meetings, parent conferences and responding to the school's needs assessment surveys. Additionally, parents will be given the opportunity to review the plans and offer their suggestions and revisions prior to approval. During SAC meetings, when the SIP and/or PFEP are developed, the committee will seek input from parents and the community on how the parental involvement funds will be used. Last, Wekiva will provide on-going parental involvement through extracurricular student events and parent nights, such as Meet the Teacher and Open House. Wekiva will also continue to expand the Partner in Education program to collaborate with community businesses in an effort to both support the business, as well as students and teachers.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>	<b>\$0.00</b>
2	III.A.	<b>Areas of Focus: -- Select below --:</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>