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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: 7/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: C (47%) 2017-18: C (47%) 2016-17: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>96%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>85%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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>.

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	Position 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.
Foster, Eddie	Assistant Principal	The assistant principal is responsible for supporting curriculum areas, providing feedback to teachers regarding instructional practices to increase student achievement, and assisting the principal in the day-to-day operation of the school as needed.
Blevins, Jodi	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.
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.
McMiller, Crystal	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.
Martin, Tami	Instructional Coach	Support PLC's with lesson development and instruction practices to increase student achievement.

Demographic Information

Principal start date

Friday 7/24/2020, 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.*

3

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.*

10

Total number of teacher positions allocated to the school

82

Total number of students enrolled at the school

1,886

Identify the number of instructional staff who left the school during the 2020-21 school year.

31

Identify the number of instructional staff who joined the school during the 2021-22 school year.

42

Demographic Data

Early Warning Systems

2021-22

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	2	515	534	506	474	2031
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	194	282	225	173	876
One or more suspensions	0	0	0	0	0	0	0	0	0	1	32	27	20	18	98
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	122	114	75	115	427
Course failure in Math	0	0	0	0	0	0	0	0	0	0	140	125	193	217	675
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	135	155	119	114	523
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	154	155	97	93	500
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	76	90	72	37	276

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	2	208	258	212	222	902

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	3	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	2	7	7	4	11	31

Date this data was collected or last updated

Thursday 7/15/2021

2020-21 - 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	555	547	539	497	2138
Attendance below 90 percent	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	69	48	50	32	199
Course failure in ELA	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	131	239	286	211	867
Level 1 on 2019 statewide ELA assessment	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	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	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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	4	13	7	27

2020-21 - 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	555	547	539	497	2138
Attendance below 90 percent	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	69	48	50	32	199
Course failure in ELA	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	131	239	286	211	867
Level 1 on 2019 statewide ELA assessment	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	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	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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	4	13	7	27

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	55%	56%	42%	54%	56%
ELA Learning Gains				41%	53%	51%	48%	51%	53%
ELA Lowest 25th Percentile				32%	40%	42%	36%	40%	44%
Math Achievement				27%	43%	51%	31%	49%	51%
Math Learning Gains				35%	49%	48%	30%	44%	48%
Math Lowest 25th Percentile				27%	46%	45%	30%	39%	45%
Science Achievement				61%	70%	68%	55%	66%	67%
Social Studies Achievement				67%	73%	73%	61%	69%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	42%	52%	-10%	55%	-13%
Cohort Comparison						
10	2021					
	2019	35%	50%	-15%	53%	-18%
Cohort Comparison		-42%				

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	
2021						
2019	59%	67%	-8%	67%	-8%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	65%	69%	-4%	70%	-5%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	21%	63%	-42%	61%	-40%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	28%	53%	-25%	57%	-29%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We used performance matters assessment data to compile this data.

Grade 9					
	Number/% Proficiency	Fall	Winter	Spring	
English Language Arts	All Students	29	31	36	
	Economically Disadvantaged	24	29	30	
	Students With Disabilities	20	25	28	
	English Language Learners	12	20	22	
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students	44	52	42	
	Economically Disadvantaged	10	14	16	
	Students With Disabilities	10	10	9	
	English Language Learners	8	12	14	
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	N/A	
	Students With Disabilities	N/A	N/A	N/A	
	English Language Learners	N/A	N/A	N/A	

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	34	33
	Economically Disadvantaged	26	26	25
	Students With Disabilities	28	37	31
	English Language Learners	4	7	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	36	27
	Economically Disadvantaged	6	12	9
	Students With Disabilities	4	17	13
	English Language Learners	12	24	17
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	63	54	50
	Economically Disadvantaged	58	49	44
	Students With Disabilities	51	40	30
	English Language Learners	18	36	22
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	28	26	9	21	22	36	34		90	16
ELL	9	41	56	18	28	20	39	50		98	46
ASN	65	67					73	81		100	67
BLK	32	45	41	11	13	24	39	53		96	41
HSP	34	44	43	16	18	20	48	56		96	61

2021 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 2019-20	C & C Accel 2019-20
MUL	69	79		45						85	55
WHT	52	51	32	29	16	18	65	76		98	65
FRL	30	42	36	13	14	23	41	55		97	52
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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	495
Total Components for the Federal Index	11
Percent Tested	86%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
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%	
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - 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%	

White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The following trends are evident across all grade levels, sub groups and content areas
 Bottom 25% showed most deficiency in reading and math
 ESE and ELL student proficiency levels continue to decrease
 Of the 2039 students approximately 700 students failed their math course.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Bottom 25% for ELA, Math and Biology. ESE and ELL proficiency and overall proficiency for ELA, Math and Biology.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teacher pedagogy and capacity in regards to standards aligned instructional practices and student monitoring. Incorporating strong systems and structures in PLC's in combination with frequent actionable feedback on lesson plans and instructional practices. Increased support from content specific instructional coaches and increase accountability on data analysis and instructional shifts based on the needs of individual student groups.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Wekiva showed a increase in ELA learning gains and bottom 25%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This improvement was the result of increased common planning sessions moving from one per week to two per week with intense focus on standards aligned instruction and assessment.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning we will incorporate student collaboration, targeted small group instruction and differentiated instructional practices in core content areas. We will implement push in support in big 6 content areas to increase student accountability and engagement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The following instructional professional development opportunities will be provided: PLC systems and structures, Small group instruction, Effective co-teaching model, Data analysis and data chats, Differentiated instruction and helping teachers and students examine their reasoning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

School-wide Tutoring, incentives for student and teacher improvement, instructional rounds, model classrooms

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 will increase student proficiency levels by 5% in ELA, 5% in Math, 5 % in Science and 5% in History and reduce the achievement gap.

Monitoring: PLC's and classroom instructional practices will be monitored by administrative team using classroom walkthrough tool as well as PLC logs and agendas.

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

Evidence-based Strategy: Collaborative planning and instruction, quality standards aligned instruction.

Rationale for Evidence-based Strategy: Incorporating structured collaborative planning that standards and aligned with a focus on differentiated instruction we will increase the instructional capacity of all teachers resulting in increases in student academic success.

Action Steps to Implement

Collaborative standards aligned common planning in all core content area courses (2 times/week)

Person Responsible Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

Increased data analysis with emphasis on ESSA subgroups in all PLC's

Person Responsible Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Wekiva HS will increase proficiency and achievement in all subgroups by implementing differentiated instruction, utilizing district curriculum resources, targeted small group instruction along with the addition of push in support for students and teachers.

Measurable Outcome: Wekiva will see a 10% increase in learning gains in the following categories ELA and Math. We will increase proficiency and learning gains of our ESSA groups by 5%.

Monitoring: Wekiva class walks, CRM and PMA assessment data, teacher created check for understanding.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Differentiated instructional practices, collaborative planning, small group instruction.

Rationale for Evidence-based Strategy: These instructional strategies allow us to individualize instruction for targeted student groups as well as increase the instructional capacity of our teachers. These changes will increase student performance in all content areas.

Action Steps to Implement

Weekly class walks using CP data collection tool

Person Responsible Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus	Wekiva HS will improve school climate by placing an intense focus on social emotional learning (SEL) to support the needs of the students, teachers and parents by increasing awareness of clubs, activities and programs on campus.
Description and Rationale:	
Measurable Outcome:	Wekiva High School will increase favorability by 3% for the following items: Student school climate (31%), Student sense of belonging (23%) , Staff/teacher school climate (44%,26%), Staff/teacher feedback and coaching (56%, 35%), Staff professional learning about SEL (35%), Parent school climate (51%).
Monitoring:	Progress will be monitored by increase community evolvement and engagement on campus. We will monitor sign in sheets from parent meetings, club meetings, SAC meetings, PLC agendas and panorama survey data.
Person responsible for monitoring outcome:	La'Tanya Coffey-Wilson (la'tanya.coffey-wilson@ocps.net)
Evidence-based Strategy:	Class meetings and reflection, Departmental survey data review, Quarterly team building activity.
Rationale for Evidence-based Strategy:	These strategies with give teachers the opportunity to implement the activities they have learned in previous years regarding SEL. Provides structures to monitor our schools progress towards increased social emotional well being. Checking in with teachers and administrators we can open the lines of communication and establish relational capacity with our community.

Action Steps to Implement

Monitor school climate through quarterly panorama surveys.

Person Responsible La'Tanya Coffey-Wilson (la'tanya.coffey-wilson@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Wekiva High School scores very high in the area of violent incidents and total reported suspensions. We will increase our focus on reducing violence and suspensions by increasing the use of restorative practices on campus. We will work with students to develop strategies for conflict resolution and increase communications between the school and families regarding supports offered on campus to support students well being.

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.

Wekiva High school is committed to building and sustaining a positive school culture and 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. Alumni, community stakeholder groups include early childhood providers, colleges and universities, social services, and business partners. Administration regularly meets with students across, grade levels and sub groups meet with Dr. Drayton to offer their concerns, input, feelings and reflections on school safety, student voice, quality of instruction, resources, extra curricular activities and their overall perspective of their high school experience. Teachers, staff and 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. During SAC meetings, parents conference and parent surveys the thoughts, concerns and needs of our community.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal - Tamara Baker Drayton
SAFE - La'Tanya Coffey-Wilson
Mental Health Social Worker - Taylor McGowan

The principal works with the leadership team to create the routines and systems necessary 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.