

Orange County Public Schools

Wekiva High



2022-23 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: 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (49%) 2018-19: C (47%) 2017-18: C (47%)
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	ATSI
* 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</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>87%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
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 assisting 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.
Morrell, Donnell	Curriculum Resource Teacher	The Curriculum Resource Teachers (CRTs) are responsible for providing targeted curriculum support systems for students, teachers, and administrators.
Joyner, Kristen	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.
Korkes, Jennifer	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.

Demographic Information

Principal start date

Friday 7/24/2020, Kenisha Williams

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

133

Total number of students enrolled at the school

2,271

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

29

Identify the number of instructional staff who joined the school during the 2022-23 school year.

31

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	546	598	528	502	2174
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	221	265	271	250	1007
One or more suspensions	0	0	0	0	0	0	0	0	0	0	84	125	108	48	365
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	13	43	46	42	144
Course failure in Math	0	0	0	0	0	0	0	0	0	0	29	45	34	42	150
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	213	213	211	0	637
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	144	260	219	49	672
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	205	288	273	102	868

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	7	6	3	21

Date this data was collected or last updated

Monday 8/15/2022

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	2	515	534	506	474	2031
Attendance below 90 percent	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	1	32	27	20	18	98
Course failure in ELA	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	140	125	193	217	675
Level 1 on 2019 statewide FSA ELA assessment	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	1	154	155	97	93	500
Number of students with a substantial reading deficiency	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	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	2	7	7	4	11	31

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	2	515	534	506	474	2031
Attendance below 90 percent	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	1	32	27	20	18	98
Course failure in ELA	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	140	125	193	217	675
Level 1 on 2019 statewide FSA ELA assessment	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	1	154	155	97	93	500
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	76	90	72	37	276

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Indicator	Grade Level													Total
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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	49%	51%				41%	55%	56%
ELA Learning Gains	41%						41%	53%	51%
ELA Lowest 25th Percentile	30%						32%	40%	42%
Math Achievement	22%	36%	38%				27%	43%	51%
Math Learning Gains	36%						35%	49%	48%
Math Lowest 25th Percentile	48%						27%	46%	45%
Science Achievement	56%	31%	40%				61%	70%	68%
Social Studies Achievement	66%	43%	48%				67%	73%	73%

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

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
2022					
2019	59%	67%	-8%	67%	-8%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	69%	-4%	70%	-5%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	63%	-42%	61%	-40%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	53%	-25%	57%	-29%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	32	18	17	37	59	34	34		94	42
ELL	11	33	26	17	31	42	39	37		98	52
ASN	73	69						67		100	67
BLK	31	40	29	17	36	51	52	64		99	49
HSP	28	38	30	22	32	43	52	65		98	64
MUL	40	47		46	80		80			100	79
WHT	47	48	35	41	39		71	68		98	62
FRL	26	36	28	18	32	47	49	58		99	56
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
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
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%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	57
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 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 2022 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

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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.

Our overarching goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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:
Describe how this Area of Focus will be monitored for the desired outcome.

PLC's and classroom instructional practices will be monitored by administrative team using the classroom walkthrough tool as well as PLC logs and agendas. The trends in data collected will be shared in PLCs and discussed with the administrative team to plan for additional instructional support.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Collaborative planning and instruction, quality standards aligned instruction. Kagan Strategies, increase use of collaboration strategies.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborative standards aligned common planning in all core content area courses (2 times/week) and provide quarterly departmental PLC day to plan for differentiated instructional support.

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

Review CWT data bi-weekly and discuss trends with administrative team to plan for additional instructional support and professional development.

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

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

Person Responsible Tami Martin (tami.martin@ocps.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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:
Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated instructional practices, collaborative learning, targeted small group instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborative standards aligned common planning in all core content area courses (2 times/week) and provide quarterly departmental PLC day to plan for differentiated instructional support.

Person Responsible

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

Review CWT data bi-weekly and discuss trends with administrative team to plan for additional instructional support and professional development.

Person Responsible

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

Increased data analysis with emphasis on ESSA subgroups in all PLC's. Created targeted instructional groups based on student needs and assessment data.

Person Responsible

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

Administration and teachers will attend content specific professional development to ensure instructional planning and delivery are aligned with BEST Standards.

Person Responsible

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

#3. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.

Progress will be monitored by increase community evolvment 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:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Class meetings and reflection, Departmental survey data review, Quarterly team building activity.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor school climate through quarterly panorama surveys.

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

Implement quarterly team/community building activities for teachers and students.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

Principal - Tamara Baker Drayton
SAFE - Shayla Lilly
Mental Health Social Worker - Taylor McGowan
SAC

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, 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 its 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.