Wekiva Elementary School

2016-17 Schoolwide Improvement Plan

Wekiva Elementary School

1450 E WEKIVA TRL, Longwood, FL 32779

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0651

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	32%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Wekiva Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We will work together as a team to promote a positive learning environment that ensures cooperation, mutual respect and optimum development of the whole child.

b. Provide the school's vision statement.

Our goal is to create a healthy, respectful, and safe learning environment. Every day students will hear how to be a better person or KOALA. KOALAS are K-Kind to Others, O-Organized, A-Always honest, L-Learning First, and A-Achieving Goals. Our Koala motto is Be Safe, Be Smart, Be Kind. We believe your child's best chance for success is to work together with teachers and staff and keep the lines of communication open.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school fosters teacher and student relationships through activities both in and after school. In school teachers build positive relationships through the use of Class Dojo; a school wide positive reward system. Lessons and literature are shared with Wekiva students regarding the To Be Kind program where student learn about empathy. Teachers aid students with goals setting and motivation for achieving goals. They provide opportunities for peer coaching, mentoring, and collaborative work to build relationships among all students.

Students select peer representatives for our school Student Council. The Student Council raises awareness to social issues and causes and through student and family involvement with activities. In addition, students have opportunities to participate in before and after school clubs that share cultural language, performances, and focus on the local environment.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

There are many ways that Wekiva makes our students feel safe. Wekiva has a committee focused specifically on Positive Behavior. It consists of representatives from each grade level. Topics of discussion which includes Koala Guidelines, TBK – to be Kind and Class Dojo – a school initiative to promote positive behavior, bullying, and current discipline trends. The staff is trained yearly on bully prevention. Students are taught about identifying bullying/harassment and the steps to prevent it. Students are provided several ways to report behavior concerns. This includes ways to report it anonymously and how to report it to an adult. Supervision is a key element to student safety. Adult supervision is present before school, after school and during the day in common areas.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Wekiva has several school wide behavioral systems in place to keep students engaged during instructional time. The Positive Behavior System team meets monthly to review behavior incidents

and school protocols. The Class Dojo program used tracks both positive and negative student behaviors. This data is then made available to parents and is used during MTSS (Multi-Tiered System of Support) and Student Study meetings. This data allows our staff to determine possible root causes for inappropriate behavior of students and motivates students for effort. .

Students are aware of school expectations in both the classrooms and in common areas. These expectation are shared with students at the beginning of the school year and then continually reminded. All students are aware that they are expected to Be Safe, Be Smart, and Be Kind. When these rules are not followed the teacher starts a process that involves, class think sheets, behavior plans, classroom consequences and district referrals.

The teachers are provided training and documentation on procedures for behavioral TIERS. The teachers are given both TIER II and TIER III details, how to determine if a student should be moved to a TIER and the teacher responsibilities.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The guidance counselor works with individual students and with small groups, leads classroom discussions/lessons, mini Character Education "To Be Kind-TBK" lessons on KNN, gives referrals to/ coordinates with outside agencies, meetings/discussions with parents regarding strategies and/or resources, collaborates with teachers regarding needs/strategies, and pairs students with adult mentors.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Teeachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through SCPS Skyward and ePassport, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Adamczyk, Marjorie	Principal
Fose, Jeff	Assistant Principal
Gabrovic, Julie	Teacher, K-12
Hull, Lynette	Teacher, K-12
Shannon, Alex	Teacher, K-12
Mucheck, Amy	Teacher, K-12
Baumis, Kerri	Teacher, K-12
McGrath, Janine	Instructional Technology
Caitlin, O'Toole	Teacher, K-12
Wright, Chimere	Teacher, K-12
Hewitt, Mary Ann	Teacher, K-12
Jickell, Teresa	Instructional Coach
Bingham, Melanie	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Wekiva Elementary School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Instructional Coach - Monitors the MTSS process, makes classroom observations, recommends strategies and interventions, recommends and trains for intervention programs, and assists with reading program monitoring. She initiates the problem solving model to help teachers with concerns in reading, schedules MTSS meetings, sends reminders to MTSS team members and takes notes or enters the data into our data management system. She also monitors tier 3 students closely.
Assistant Principal - Monitors the behavioral information, recommends classroom strategies for engagement, and assists with data entry as the testing coordinator.
Guidance Counselor - Serves on the MTSS team to representing both regular education and exceptional education students, enters and monitors (ESE, 504, MTSS) data, initiates the problem-

solving model, supports with accommodations vs. modifications concerns.
Principal - Assists the MTSS team with problem-solving model, supports the programs and interventions, monitors the implementation of interventions, supports the materials needed, and supports both the Instructional Coach and MTSS team. Maintains a PLC/PD calendar to ensure that teachers are given time to focus on the instruction, assessment, intervention, and instructional deliberate practice. Time is provided on the calendar for vertical alignment discussions about the standards. Monitoring and suggesting classroom strategies for engagement from classroom walk-through observations, and determines the need for professional development based on data, deliberate practice plans, teacher conferences, and new district and state initiatives.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines root cause of the problem. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Wekiva coordinates Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and maximize academic achievement.

Grade Level Teacher Leaders meet at least monthly to provide information and resources to their teams. They are responsible for the team budgets that support the curriculum. They collaborate with administration about professional development or training needs. Wekiva Leadership Council attends district meetings and provides input to the professional development calendar. Instructional information is shared vertically at these meetings. Committee Leaders share the committee problems, solutions, or needs with administration. The principal is responsible for planning these meetings and finding the resources or funding to support the instructional needs.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Randy Parham	Parent
Michael Besner	Parent
Todd Schroth	Parent
Stacey Isler	Parent
Emily Pappas	Teacher
Elaine Ramos	Education Support Employee
Marjorie Adamczyk	Principal
Kristal Kelly	Parent
Sarah Cornett	Teacher
Stevie-Lynn Smith	Teacher
Chandra Dennis	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council, known as SAC. SAC is involved in formulating the annual School Improvement Plan and School Improvement Plan budget, giving input to the budget, conducting the annual school survey, and advising the Principal on other school-wide issues. Meetings are held during the evening on the first Wednesday of the month. The principal prepares a SAC agenda that includes curriculum, curriculum data, budget, legislative updates, and facility concerns and improvements. SAC members review and response to school data and needs for improvement.

During the meeting the principal shared whether Wekiva met the SIP goals based on the data.

b. Development of this school improvement plan

At the first SAC meetings, the council discussed school, local, and state initiatives and they impact our school. Administration shared staff, building, curriculum and assessments updates and concerns about school improvement goals.. State testing data was shared with SAC and the areas of concern was lowest quartile for ELA and math and learning gains for ELA. The principal shared goals, curriculum challenges, assessment barriers, and training to meet the needs of new SIP goals based on the data provided by SIP Committees.

School Improvement Plan Committees (instructional teams) meet to discuss progress on the SIP goals from last year and possible current barriers preventing the students and teachers from reaching their goals. Professional development needs are determined on these barriers. Any updates or new information from the district is shared during committee meetings. The representatives then share the committee information with their grade level teams and administration.

Wekiva participates in cluster meetings with other elementary schools, middle schools and the high school. Discussion about vertical alignment with K-12 grades helps Wekiva develop the SIP as well.

c. Preparation of the school's annual budget and plan

During the September 2015 SAC meeting, the focus for 2015-2016 budget was discussed. The needs for the school were based on data from district assessments and staff input. Professional development would include time for planning and substitutes to observe other classrooms and

resources to ensure rigorous instruction. Observing in other classrooms was an area of need from the 5 Essentials survey that teachers took.

The School Improvement budget was discussed and approved by the SAC members present during the first meeting.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement funds were used to pay for a Specials Team Leader. The remaining funds supported professional development. SAC believes that the arts (music and art), PE, and Science classes are equally important to the children and should have representation at the team leader meetings. The funds budgeted for last year for the team leaders supplement totaled $865.00. A total of $1,466.00 was used for substitutes for professional development planning.

This year, 2016-17, the district provided a discretionary fund for the specials team leader.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Jickell, Teresa	Instructional Coach
Baumis, Kerri	Teacher, K-12
Shannon, Alex	Teacher, K-12
Perdomo, June	Teacher, K-12
Adamczyk, Marjorie	Principal
Fose, Jeff	Assistant Principal
Yovaish, Pattricia	Teacher, K-12
Harrington, Kelly	Teacher, K-12
Schmidthorst, Amber	Teacher, K-12
Crenshaw, Kelly	Teacher, K-12
MacLean, Heather	Teacher, K-12
Wright, Chimere	Teacher, K-12
Raker, Jessica	Teacher, K-12
Raby, Donna	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT supports the teams with the literacy curriculum plans to assure that the standards are met. Additional support is provided to teachers to help fully implement the Florida Standards. The LLT monitors the literacy implementation at all grade levels to ensure that support is in place for differentiated instruction, intervention, and accommodations. The instructional/reading coach shares how text complexity, rereading of texts, and summarizing the reading is essential to lessons. This year there is an emphasis on reading for meaning and how to support teachers with evidence based technical text. This support is for all subjects areas in all grade levels. Data is analyzed and shared with teams to identify noticeable trends and areas of concerns.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

n/a

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

Wekiva has a mentor coordinator who meets monthly with new teachers and teacher new to our school. At these meetings, teacher leaders are invited to share instructional planning, procedural information, and both traditional and technological resources.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Wekiva has a school-wide mentor that works with administration to coordinate all mentoring activities on our campus. This school-wide mentor attends district training yearly. The district provide resources and calendar suggestions. Before school begins, our school-wide mentor meets the new teachers to orient them about procedures and policies that will affect them as they begin the school year.

Once school begins, our beginning teachers and new teachers to Wekiva meet monthly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. At these meetings, teacher leaders are invited to share instructional planning, procedural information, and both traditional and technological resources.

Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback

from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that allows the new teacher to fine-tune his or her teaching abilities. SAC funds provide teachers with observation time.

Wekiva will add optional professional learning experiences for teachers beyond the mentor cohort. Instructional rounds will provide teachers the opportunity to receive feedback, reflect, and evaluate their teaching practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,500

After school tutorial is provided for ESE students. Wekiva offers 25 hours of after school tutorial for ESE and Tier 3 students in Reading and Math.

Strategy Rationale

ESE students in the lowest quartile are given additional time to focus on targeted skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Fose, Jeff, jeff_fose@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will collect data and determine if progress is made based on assessments that are regularly administered such as SRI, Success Maker, and Formative Progress Monitoring Assessments.

Strategy: After School Program

Minutes added to school year: 2,400

Robotics

Strategy Rationale

The voluntary after school program allows students opportunities to work on higher level problem solving skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gabrovic, Julie, julie_gabrovic@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Math and Science FPMA scores

Strategy: Summer Program

Minutes added to school year: 4,500

Summer Learning Camp or Summer School

Strategy Rationale

Rising 3rd grade students that are in the lowest quartile are provided an opportunity to attend SLC. Students will have additional time to focus on reading strategies

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Fose, Jeff, jeff_fose@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FCAT assessments and SAT 10 determine placement. SRI, Voyager, and 2014 - 2015 DE determine growth.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students in the Voluntary Pre-K (VPK) Program or students in the PreK-VE Program that are entering regular education classroom will visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

n/a

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

n/a

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

n/a

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minumum of one year of growth (ALG) for one year of instruction in ELA, Math and Science.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minumum of one year of growth (ALG) for one year of instruction in ELA, Math and Science. 1a

🔍 G086302

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	78.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	79.0
Math Gains	68.0
Math Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	78.0
5Es Score: Collective Responsibility	41.0

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of MTSS procedures, data entry, intervention groups, understanding root cause analysis, and MTSS reviews.

- Understanding the root causes of ESE students in the lowest quartile not making learning gains.

- Inconsistent implementation of standards based curriculum at the correct Depth of Knowledge.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Additional tier 3 support materials, SIPPS, and Making Meaning

- PLC time to look at resources, assessments, data, and interventions.

- District provided training - Understanding and unpacking the CCSS Standards and Shifts. - Using current data and frequent formative assessment data to drive instruction and increase student achievement.

- Developing growth mindsets on students' abilities.

Plan to Monitor Progress Toward G1. 8

District Assessments, SRI, and EdInsight

Person Responsible
Jeff Fose

Schedule
Quarterly, from 9/1/2016 to 5/12/2017

Evidence of Completion
Students moving out of the lowest quartile not having proficiency. Trend lines will show growth. The goal is to show proficiency and learning gains on all assessmentl.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. To (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minumum of one year of growth (ALG) for one year of instruction in ELA, Math and Science. `1`

🔍 G086302

G1.B1 Limited knowledge of MTSS procedures, data entry, intervention groups, understanding root cause analysis, and MTSS reviews. `2`

🔍 B229304

G1.B1.S1 Meetings with reading coach to discuss MTSS procedures and meetings with county to be trained on EdInsight. Teachers meet with reading coach to discuss progress monitoring and classroom strategies. `4`

🔍 S241820

Strategy Rationale

To increase learning gains for TIER II and TIER III students.

Action Step 1 `5`

PLC training for all instructional staff using EdInsight. EdInsight has MTSS, assessment and attendance reports.

Person Responsible

Teresa Jickell

Schedule

Every 2 Months, from 9/23/2016 to 5/12/2017

Evidence of Completion

EdInsight Snapshots, EdInsight data points are entered monthly, and classroom grade level data sheets

Action Step 2 5

Instructional Coach and teachers meeting to discuss MTSS team and strategies to raise learning gains. Interventions and tutoring placement.

Person Responsible

Teresa Jickell

Schedule

Every 6 Weeks, from 9/23/2016 to 5/12/2017

Evidence of Completion

Data sources for these meetings are the MTSS calendar, MTSS spreadsheet, classroom data, and district assessment on EdInsight.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

MTSS review of interventions

Person Responsible

Marjorie Adamczyk

Schedule

Every 6 Weeks, from 9/1/2016 to 5/12/2017

Evidence of Completion

MTSS Intervention Spreadsheet and EdInsight data. PLC/PD calendar.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

MTSS spreadsheet completion and Intervention meetings with instructional coach, and observations

Person Responsible

Marjorie Adamczyk

Schedule

Every 2 Months, from 9/1/2016 to 5/12/2017

Evidence of Completion

Data resources that monitors learning gains and EdInsight MTSS spreadsheet showing TIER growth

G1.B1.S2 Provide MTSS training for new staff members and monitor for effectiveness. 4

🔑 S241821

Strategy Rationale

To ensure the consistent implementation of school wide MTSS procedures.

Action Step 1 5

Provide training for MTSS

Person Responsible

Marjorie Adamczyk

Schedule

Quarterly, from 8/24/2016 to 11/1/2016

Evidence of Completion

Entering accurate data points into EdInsight for MTSS

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Data result reflect the MTSS Spreadsheet

Person Responsible

Teresa Jickell

Schedule

Every 6 Weeks, from 8/26/2016 to 5/12/2017

Evidence of Completion

SRi, Iowa, FSA, and IStation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

MTSS meetings with classroom teachers

Person Responsible

Melanie Bingham

Schedule

Triannually, from 9/23/2016 to 5/19/2017

Evidence of Completion

The PD calendar will reflect dates when the guidance counselor, the instructional coach and administration meet with each teacher to go over their MTSS students.

G1.B4 Understanding the root causes of ESE students in the lowest quartile not making learning gains. `2`

🔍 B229307

G1.B4.S1 List all factors and suggested causes to define the instructional challenges facing ESE students in the lowest quartile. `4`

🔍 S241823

Strategy Rationale

Determine the root cause of the ESE students not making learning gains.

Action Step 1 `5`

Classroom teachers and ESE support teachers are providing the correct accommodations.

Person Responsible

Melanie Bingham

Schedule

Every 6 Weeks, from 8/26/2016 to 5/12/2017

Evidence of Completion

Data discussions at ESE meetings.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Accommodation spreadsheet

Person Responsible

Jeff Fose

Schedule

Monthly, from 8/19/2016 to 5/12/2017

Evidence of Completion

The guidance counselor meets with the assistant principal to update the accommodation spreadsheet. The guidance counselor shares the accommodation changes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Accommodation spreadsheet is shared with the classroom and ESE teachers

Person Responsible

Melanie Bingham

Schedule

Quarterly, from 9/30/2016 to 5/12/2017

Evidence of Completion

Classroom teachers provide correct accommodations for students with IEPs (accommodation spreadsheet)

G1.B5 Inconsistent implementation of standards based curriculum at the correct Depth of Knowledge. 2

🔑 B229308

G1.B5.S1 Classroom teachers are following the instructional plan. 4

🔑 S241825

Strategy Rationale

The district instructional plan provides the correct depth of knowledge state standards.

Action Step 1 5

Administration and coaches will do walkthroughs

Person Responsible

Marjorie Adamczyk

Schedule

Weekly, from 8/19/2016 to 5/12/2017

Evidence of Completion

Lesson plans reflect the instructional plan

Action Step 2 5

Teachers observing teachers with rigorous instruction.

Person Responsible

Marjorie Adamczyk

Schedule

Annually, from 10/17/2016 to 4/14/2017

Evidence of Completion

Observation schedule and claendar

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

Feedback will be provided to classroom teachers.

Person Responsible

Marjorie Adamczyk

Schedule

Weekly, from 8/12/2016 to 9/29/2016

Evidence of Completion

Walk through feedback will be provided through iObservation, the coach's schedule, grade level data meetings, SIP committee agendas and MTSS meetings.

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

Feedback from the teachers, coaches and administration

Person Responsible

Marjorie Adamczyk

Schedule

Semiannually, from 12/19/2016 to 5/12/2017

Evidence of Completion

Reflection sheets, DPPs, lesson plans and coach discussion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B5.S1.MA1 M322696	Feedback will be provided to classroom teachers.	Adamczyk, Marjorie	8/12/2016	Walk through feedback will be provided through iObservation, the coach's schedule, grade level data meetings, SIP committee agendas and MTSS meetings.	9/29/2016 weekly
G1.B1.S2.A1 A313008	Provide training for MTSS	Adamczyk, Marjorie	8/24/2016	Entering accurate data points into EdInsight for MTSS	11/1/2016 quarterly
G1.B5.S1.A2 A313013	Teachers observing teachers with rigorous instruction.	Adamczyk, Marjorie	10/17/2016	Observation schedule and claendar	4/14/2017 annually
G1.MA1 M322697	District Assessments, SRI, and EdInsight	Fose, Jeff	9/1/2016	Students moving out of the lowest quartile not having proficiency. Trend lines will show growth. The goal is to show proficiency and learning gains on all assessmentl.	5/12/2017 quarterly
G1.B1.S1.MA1 M322687	MTSS spreadsheet completion and Intervention meetings with instructional coach, and observations	Adamczyk, Marjorie	9/1/2016	Data resources that monitors learning gains and EdInsight MTSS spreadsheet showing TIER growth	5/12/2017 every-2-months
G1.B1.S1.MA1 M322688	MTSS review of interventions	Adamczyk, Marjorie	9/1/2016	MTSS Intervention Spreadsheet and EdInsight data. PLC/PD calendar.	5/12/2017 every-6-weeks
G1.B1.S1.A1 A313006	PLC training for all instructional staff using EdInsight. EdInsight has MTSS, assessment and...	Jickell, Teresa	9/23/2016	EdInsight Snapshots, EdInsight data points are entered monthly, and classroom grade level data sheets	5/12/2017 every-2-months
G1.B1.S1.A2 A313007	Instructional Coach and teachers meeting to discuss MTSS team and strategies to raise learning...	Jickell, Teresa	9/23/2016	Data sources for these meetings are the MTSS calendar, MTSS spreadsheet, classroom data, and district assessment on EdInsight.	5/12/2017 every-6-weeks
G1.B4.S1.MA1 M322693	Accommodation spreadsheet is shared with the classroom and ESE teachers	Bingham, Melanie	9/30/2016	Classroom teachers provide correct accommodations for students with IEPs (accommodation spreadsheet)	5/12/2017 quarterly
G1.B4.S1.MA1 M322694	Accommodation spreadsheet	Fose, Jeff	8/19/2016	The guidance counselor meets with the assistant principal to update the accommodation spreadsheet. The guidance counselor shares the accommodation changes.	5/12/2017 monthly
G1.B4.S1.A1 A313011	Classroom teachers and ESE support teachers are providing the correct accommodations.	Bingham, Melanie	8/26/2016	Data discussions at ESE meetings.	5/12/2017 every-6-weeks
G1.B5.S1.MA1 M322695	Feedback from the teachers, coaches and administration	Adamczyk, Marjorie	12/19/2016	Reflection sheets, DPPs, lesson plans and coach discussion	5/12/2017 semiannually
G1.B5.S1.A1 A313012	Administration and coaches will do walkthroughs	Adamczyk, Marjorie	8/19/2016	Lesson plans reflect the instructional plan	5/12/2017 weekly
G1.B1.S2.MA1 M322690	Data result reflect the MTSS Spreadsheet	Jickell, Teresa	8/26/2016	SRi, Iowa, FSA, and IStation	5/12/2017 every-6-weeks
G1.B1.S2.MA1 M322689	MTSS meetings with classroom teachers	Bingham, Melanie	9/23/2016	The PD calendar will reflect dates when the guidance counselor, the instructional coach and administration meet with each teacher to go over their MTSS students.	5/19/2017 triannually

V. Professional Development Opportunities

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

G1. To (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minumum of one year of growth (ALG) for one year of instruction in ELA, Math and Science.

G1.B1 Limited knowledge of MTSS procedures, data entry, intervention groups, understanding root cause analysis, and MTSS reviews.

G1.B1.S1 Meetings with reading coach to discuss MTSS procedures and meetings with county to be trained on EdInsight. Teachers meet with reading coach to discuss progress monitoring and classroom strategies.

PD Opportunity 1

PLC training for all instructional staff using EdInsight. EdInsight has MTSS, assessment and attendance reports.

Facilitator

Teresa Jickell and Melanie Bingham

Participants

All Instructional Staff

Schedule

Every 2 Months, from 9/23/2016 to 5/12/2017

PD Opportunity 2

Instructional Coach and teachers meeting to discuss MTSS team and strategies to raise learning gains. Interventions and tutoring placement.

Facilitator

Instructional Coach and Administration

Participants

Instructional Staff and all Paraprofessionals who are on the Intervention schedule. ESE teachers and ESOL teachers will be trained often on "look fors" during their inclusion instruction.

Schedule

Every 6 Weeks, from 9/23/2016 to 5/12/2017

G1.B1.S2 Provide MTSS training for new staff members and monitor for effectiveness.

PD Opportunity 1

Provide training for MTSS

Facilitator

Teresa Jickell and Melanie Bingham

Participants

All Staff

Schedule

Quarterly, from 8/24/2016 to 11/1/2016

G1.B5 Inconsistent implementation of standards based curriculum at the correct Depth of Knowledge.

G1.B5.S1 Classroom teachers are following the instructional plan.

PD Opportunity 1

Administration and coaches will do walkthroughs

Facilitator

team leaders, leadership counsel and administration

Participants

all staff

Schedule

Weekly, from 8/19/2016 to 5/12/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	PLC training for all instructional staff using EdInsight. EdInsight has MTSS, assessment and attendance reports.				$0.00
2	G1.B1.S1.A2	Instructional Coach and teachers meeting to discuss MTSS team and strategies to raise learning gains. Interventions and tutoring placement.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0651 - Wekiva Elementary School	Other		$0.00
			Notes: District provided tutorial funds			
3	G1.B1.S2.A1	Provide training for MTSS				$0.00
4	G1.B4.S1.A1	Classroom teachers and ESE support teachers are providing the correct accommodations.				$0.00
5	G1.B5.S1.A1	Administration and coaches will do walkthroughs				$4,236.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0651 - Wekiva Elementary School	Other		$4,236.00
			Notes: Professional Dev. funds			
6	G1.B5.S1.A2	Teachers observing teachers with rigorous instruction.				$2,145.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0651 - Wekiva Elementary School	School Improvement Funds		$2,145.00
					Total:	$6,381.00