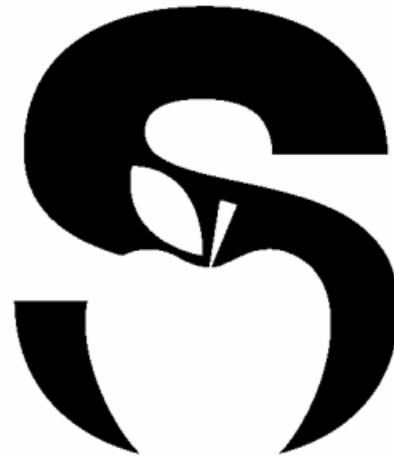


Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



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Wekiva Elementary School

School Improvement Plan 2017-2018

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 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.

Supportive Environment

1. Provide the school’s mission statement.

Wekiva works as a team to promote a safe and positive learning environment for all.

2. Provide the school’s vision statement.

Wekiva is a special place where teachers, staff, and students can laugh, grow, and learn together.

3. 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.

The school fosters teacher and student relationships through activities both in and after school. In school, teachers build positive relationships using 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 assist students with goal 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 about 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 include cultural languages, performances, and focus on the Wekiva community.

4. 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, sensitivity training, and pairs students with adult mentors. 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 tutorial funds to provide additional academic support 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. 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 on the professional development and professional learning community calendar. The SCPS Instruction Model is infused in these professional growth opportunities as well as vertical articulation to support One Year's Growth in One Year's Time for all Wekiva students.

Student Transition and Readiness

College and Career Readiness

5. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations
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. In addition, faith-based leaders are invited to form relationships with local schools. Each year we host a fall celebration which is a local community and neighborhood event and invite all families, feeder schools, and area businesses to participate. Additionally, Wekiva has a partnership with Wekiva State Park and Florida Atlantic University to learn about environmental science and the impact to local businesses and community.
6. Identify the career and technical education programs available to students.
Students in all grades are exposed to various careers through the school-wide Teach In event where we invite parents, families, and local business partners to participate in a one day teaching event that will all students to explore various types of careers. In addition, Science classes are on the wheel and science careers are explored throughout the school year. After school club participation is encouraged to support computer science and bio-science animal care. All Wekiva students in Kindergarten through fifth grade are exposed to coding through the Computer Science 2020 lessons where connections to computer careers are communicated.

Essential Instructional Priority #1: Quality Instruction

- A. Ensure Rigorous Instruction – lessons aligned to Florida Standards; Webb’s/Marzano; (Ambitious Instruction)**
- B. Monitor with Feedback ongoing feedback loop between teachers and students, focus on learning rather than teaching (Supportive Environment)**
- C. Cultivate Purposeful PLC’s – (Collaborative Teachers)**

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

Indicators	Target
ELA Achievement	81 to 85
ELA Learning Gains	78 to 85
ELA Learning Gains of the Low 25%	69 to 75
Math Achievement	75 to 80
Math Learning Gains	66 to 74

Indicators	Target
Math Learning Gains of the Low 25%	49 to 55
Science	68 to 70
5E Ambitious Instruction	Strong
5E Collaborative Teachers	Neutral to Strong

Action Plan

Strategy/Action Items	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	Status Update Date (baseline, mid-year, end of year, etc.)	Deliverable or Evidence of Completion
Student owned Progress Monitoring	Teachers	ongoing		Mid-year and EOY	Conference Form/Data Sheets
Monitoring of lowest 30%	Administration, Teachers, Guidance, and Instructional Coach	60 days	N	All year	At risk meeting dates
MTSS Review	Classroom teachers and MTSS	Semester	Y	Baseline, Mid-year, EOY	EdInsight
Advance opportunities support and talent and development monitoring	Administration and Gifted Resource Teacher	Quarterly	Y	Mid-year and EOY	AO spreadsheet
IREADY implementation and training	Administration, Teachers, and Instructional Coach	8/8, 9/27, 2/8	Y	Baseline, and Mid-year	IREADY data
Science Framework and observation of other teachers	Administration and Science Teacher	Ongoing	Y	All year	PLC Calendar and Reflection logs

High Yield Strategies and Data updates	Administration, and All instructional staff	Ongoing	Y	Monthly	PLC – PD Calendar
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Elementary Essential Instructional Priorities

Essential Instructional Priority #2: Conditions for Learning

Build Positive Relationships and Culture (Supportive Environment)

Indicators	Target
5E Supportive Environment	Neutral to Strong
5E_SE_Safety	Neutral to Strong
5E_SE_Academic Personalism	Neutral to Strong
5E_SE_Student-Teacher Trust	Retain Strong

Action Plan

Strategy/Action Items	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	Status Update Date (baseline, mid-year, end of year, etc.)	Deliverable or Evidence of Completion
Teacher Observations of Peers	Administration	April	N	EOY	Reflection Sheets
Instructional Walk-Throughs and construction feedback	Administration, Selective Staff	April	Y	EOY	Reflection Sheets
Close Reading and Deepen Knowledge through planned questioning	Instructional Coach	Monthly	Y	Ongoing	PD Agenda, Teacher Conference Log

Elementary Essential Instructional Priorities

Essential Instructional Priority #3: Skills for Future Ready Graduates

Develop Growth Mindset

Indicators	Target
5E Collaborative Teachers	Neutral to Strong

Action Plan

Strategy/Action Items	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	Status Update Date (baseline, mid-year, end of year, etc.)	Deliverable or Evidence of Completion
Book Study: Growth Mindset in the Classroom	Instructional Coach	12/1/17	Y	Mid-Year	Number of completed book study participants through school created eCampus course
Classroom Evidence of Growth Mindset dialogue and discussion	Administration	Ongoing	N	EOY	Class displays and discussion through observations

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Priority #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	Person(s) Responsible
Monitoring of lowest 30%	1	Every 60 days	Lowest Quartile	School-wide	Administration, Teachers, Guidance, and Instructional Coach
Advance opportunities support and talent and development monitoring	1	Quarterly	Instructional, high achieving students	School-wide	Administration and Gifted Resource Teacher
MTSS Review	1	Each Semester	Classroom teachers and MTSS	School-wide	Classroom teachers and MTSS Team
IREADY implementation and training	1	8/8, 9/27, 2/8	Instructional	School-wide	Administration, Teachers, and Instructional Coach
Science Framework and observation of other teachers	1	Ongoing throughout the school year	Instructional	School-wide	Administration and Science Teacher
High Yield Strategies and Data updates	1	Monthly	Instructional	School-wide	Administration, and Teachers
Instructional Walk-Throughs and constructive feedback	2	Ongoing throughout the school year	Instructional, selective staff	School-wide	Administration
Close Reading and Deepen Knowledge through planned questioning	2	Monthly Literacy updates	Instructional Staff	School-wide	Administration, and Instructional Coach
Book Study: Growth Mindset in the Classroom	3	Sept.- December 2017	Instructional Staff	School-wide	Instructional Coach