

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.



www.scps.k12.fl.us

Wekiva Elementary School

School Improvement Plan 2020-2021

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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

Provide the school's mission statement

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

Provide the school's vision statement

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

List the members of the leadership team.

Name	Title	Email	Responsibilities
Keaton Schreiner	Principal	Keaton_schreiner@scps.us	N/A
Kristina Lester	Assistant Principal	Kristina_lester@scps.us	N/A
Teresa Jickell	Instructional Coach	Teresa_jickell@scps.us	N/A
Melanie Bingham	School Counselor	Melanie_bingham@scps.us	N/A
Julie Gabrovic	Science Coach	Julie_gabrovic@scps.us	N/A

Supportive Environment

Describe how the school involved parents and the community in developing this plan.

Parents and the community are key stakeholders in the development of our annual plan to improve. Our PTA and SAC are heavily involved in the process of parent and community input in the way of monthly meetings year round. As we develop our School Improvement Plan annually, I make it a point to address the SIP and seek their input on goals and the direction our school desires to improve upon. Our 5 Essentials survey results are also heavily reflected on as we use the feedback to shape the supportive environment.

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

Wekiva works as a collaborative team to build positive relationships between teachers, students, and families through activities both during and after school. Teachers use communication methods such as newsletters and Skyward to inform parents about student academic and behavior progress, as well as spreading information about classroom and school-wide events. Teachers also meet with parents at least two times each year to discuss their child's progress. Wekiva utilizes the School Messenger system to communicate with parents via email, text, and phone message for school-wide information such as events and reminders. The school also utilizes social media platforms such as Facebook and twitter to communicate upcoming school and community events of interest to our parents.

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 school counselor works with individual and small groups of students on specific counseling and mentoring needs. The counselor also leads classroom lessons, gives referrals to outside agencies, holds meetings with parents regarding strategies/resources, and pairs students with adult mentors. The schools utilizes the Multi-Tiered System of Supports (MTSS) 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 academic and/or behavioral areas and attempts to determine the cause of the deficit. The team designs a research-based intervention to address the deficit and regularly monitors student progress. Our PTA also supports our families in need with food, clothing, and gifts at holidays. The school counselor also coordinates with PTA any additional needs that our PTA may support during the school year.

Student Transition and Readiness

College and Career Readiness

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

Wekiva works closely with community partners and established businesses in our community. Teachers and administration are continually involved in local events and often invited to participate in their community's celebrations. Administrators reach out to local businesses for participation in the business partnership program. Throughout the year, Wekiva hosts family and community events in which parents, grandparents, community members, and business partners come to school and share information about their profession. Wekiva heavily supports the arts. Field trips and performances have exposed our students to many opportunities at theatrical productions and musicals. Wekiva also has a strong partnership with Wekiva State Park so our students may learn about environmental science and the impact on local businesses and community.

Identify the career and technical education programs available to students and industry or community organizations.

Wekiva students in all grades are provided the opportunity to participate in Teach-in each November during American Education Week. Parents, families, community members, and local business partners come to the school and teach students about various careers and speak about pathways to explore if interested in a particular career. In addition, science class are on a specials rotation basis – so students are frequently exploring science careers throughout the school year. After school club participation is encouraged to support computer science and bioscience animal care. All Wekiva students in Kindergarten through Grade 5 are exposed to coding through the Computer Science 2020 lessons where connections to computer careers are communicated.

Elementary Essential Instructional Priority #1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

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.

**All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
ELA iReady achieving growth target (K-5)	B.2.3	
ELA iReady at or above grade level (K-5)	B.2.3	

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Math iReady achieving growth target (K-5)	B.2.3	
Math iReady at or above grade level (K-5)	B.2.3	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

Elementary School Essential Instructional Priority #1 - Quality Instruction

Action Plan

Student owned progress monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Student owned progress monitoring 1. Data Notebooks 2. Interactive Journals	Teachers ESE Support Administration Students	Ongoing	Y	Weekly	Data Tracking Sheets are updated by students Data Conference shared in lesson plans Team feedback on goal setting Walk through feedback with administration Post Assessments Baseline Goal Setting Mid-year Goal Setting End of Year Goal Setting	Y

Low 30% Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Low 30% monitoring 1. Develop Class Data Tracking via Google Docs	Teachers Coach ESE Support Guidance Tutorial Teacher(s) Administration	MTSS input Weekly Tutorial - October - March	Y	i-Ready data reports monthly review Quarterly Oral Reading Fluency Review DRA review - beginning, middle and end of year. Intervention Groups review and reassignment- 6- 8 weeks PLC - differentiation planning weekly	At Risk Monthly meetings with Guidance/Coach/Admin MTSS meetings PLC - Intervention tracking data or assessment input in EdInsight - monthly PD- differentiation planning - PATS - Planning Assessment LG and Target	Y

High Level 1 / Level 2 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
High Level 1 monitoring – monthly 1. Develop Class Data Tracking via Google Docs	Teachers Coach ESE Support Guidance Tutorial Teacher(s) Administration	MTSS input Weekly Tutorial - October - March	Y	i-Ready data reports monthly review Quarterly Oral Reading Fluency Review DRA review - beginning, middle and end of year. Intervention Groups review and reassignment- 6- 8 weeks PLC - differentiation planning - PATS - quarterly	At Risk Monthly with Guidance MTSS meetings PLC - Intervention tracking data or assessment input in EdInsight - monthly PD- differentiation planning - PATS - Planning Assessment Target and Scale Tutorial data monitoring and assessment	Y
High Level 2 monitoring – monthly 1. Develop Class Data Tracking via Google Docs	Teachers Coach ESE Support Guidance Tutorial Teacher(s) Administration	MTSS input Weekly Tutorial - October - March	Y	i-Ready data reports monthly review Quarterly Oral Reading Fluency Review DRA review - beginning, middle and end of year. Intervention Groups review and reassignment- 6- 8 weeks PLC - differentiation planning - PATS - quarterly	At Risk Monthly with Guidance MTSS meetings PLC - Intervention tracking data or assessment input in EdInsight - monthly PD- differentiation planning - PATS - Planning Assessment Target and Scale Tutorial data monitoring and assessment	Y

Low Level 3 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Low Level 3 monitoring – monthly 1. Develop Class Data Tracking via Google Docs	Teachers Coach ESE Support Tutorial Teacher(s) Administration	MTSS input weekly Tutorial - October - March	Y	i-Ready data reports weekly review Quarterly - Oral Reading Fluency Review PLC - differentiation planning	PLC - Intervention tracking data - 6 - 8 weeks MTSS meetings (if tiered student) PD - differentiation planning - PATS - Planning Assessment Target and Scale Tutorial data monitoring and assessment	Y

Tutorial

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Tutorial will be offered to 3rd Grade students who are reading below grade level (Tier II and Tier III) as well as all students that are categorized in the lower quartile in 4th and 5th Grades.	Principal Assistant Principal Instructional Coach	January	N	January through March	Bi-Weekly meetings analyzing the progress made with students enrolled in tutorial.	Y

Elementary Essential Instructional Priority #2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

**All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
SCPS Safety Survey	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

Elementary School Essential Instructional Priority # 2 - Conditions for Learning

Action Plan

Attendance Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Attendance Monitoring 1. Teacher phone calls after 3 absences (9 wk) Letter from Principal after 5 absences (9 wk)	Teacher Guidance Secretary Guidance 2. Counselor Administration Social Worker	Monthly	N	Monthly EdInsight	Teacher Conferences Letters sent home Administration, Guidance, or Social Worker Conferences	Y

Safety Survey

Name/ Topic of Strategy	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Student Safety	Wekiva resource teachers, ESE teacher, non instructional staff, and administration will make an intentional effort to build relationships with all students. 2019-2020 Survey Data shows that only about 41% of Wekiva 4th/5th grade students feel "Quite Connected," or "Extremely Connected" to adults on campus other than their teachers. We will provide staff members with specific relationship building training throughout the school year.	All Staff	5/21/2021	Y	Daily	Results of the School Safety Survey that is completed by 4th and 5th grade students.	N

Additional Action Plans

Name/Topic of Strategy	Strategy/Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Koala Café Squad	Students will be charged with the responsibility of creating and enforcing cafeteria rules and guidelines with the help of the adult supervisors.	Assistant Principal	Monthly	N	Monthly	Supervisors input and guidance	Y

Elementary Essential Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners
- B. Provide opportunities for students to collaborate and develop personal and social responsibility
- C. Develop expectations for success in college and careers for all students

**All data targets are reported as percentages.*

Indicators	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	
AO students enrolled in an advanced academic experience: ELL	B.2.7	

Elementary School Essential Instructional Priority # 3 - Skills for Future Ready Graduates

Action Plan

AO Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
AO support and monitoring 1. Talent Development Sessions 2. PRIMES Classes	Grade 3 - 5 Math teachers Gifted Resource Teacher Coach Guidance Administration	Ongoing	N	Quarterly	Talent and Development Rubric and Skill Checklist class completion PRIMES Possible PRIMES candidates - providing enrichment math resources during math centers	Y
CS2020 and Clubs - Robotics and programming lessons are part of the K-5 curriculum Clubs range from the arts to the natural environment.	Science Teacher	Ongoing	Y	CS2020 training during the summer. PLC Science planning monthly Clubs meeting weekly	CS2020 - programming activities completed Robotics Competition if available Clubs - chorus programs, art festival, animal care at school, and field trips to Wekiva State Park	Y

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

7 - School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first. Partially Almost

#14 - School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices. Partially Beginning

#15 - School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs. Partially Almost

Action Plan

Indicator 1

7 - School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
School administrators will communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.	Administration Guidance Teachers SST (Student Study Team)	Weekly Lesson Planning	N	General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings quarterly.	School personnel refer to special education teachers by name rather than exceptionality of students on their caseload.	Y

Indicator 2

#14 - School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
School administrators will analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Administration Guidance Teacher SST (Student Study Team)	Monthly	N	Regular review of student learning data is reflected in an effort to determine ongoing PD and TA needs.	Administrators obtain input from IEP teams to identify specific PD and TA (e.g., augmentative, alternative communication [AAC], positive behavior supports [PBS]) needed to support individual students.	Y

Indicator 3

#15 - School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
School leaders will provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.	Administration Guidance Teacher SST (Student Study Team)	Monthly	Y	PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, and peer coaching quarterly.	Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices.	Y

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants	# Anticipated Participants	Position(s) Responsible
Quality Instruction - Formative Assessment and feedback training	#2	Ongoing	Instructional Staff	PLC – Instructional Staff Instructional Rounds	50	Administration Teachers
MTSS Review -Data Input analyzed, and Assessment and Resources reviewed	#1	October January March	Instructional Staff Coach Administration	PLC – Instructional Staff	50	Coach, Guidance, Administration
i-Ready analysis and differentiated training for reading and math	#1	Ongoing	Instructional Staff Coach	PLC – Instructional Staff	50	Coach Administration
ELA/Writing support for differentiated centers, guided reading and writing support	#1	September November March	Instructional Staff Coach	PLC – Instructional Staff	50	Coach Administration District TOA

Science support for Fair Game and grade level standards instruction	#1	Monthly	Instructional Staff Science Teacher	PLC – Instructional Staff 50	Coach Administration Science Teacher
Second Grade Foundational Reading	#1	Monthly	Instructional Staff Coach	PLC - Train the trainer model - Second Grade Teachers 7	Coach Administration 2nd Grade Teachers
District Math support for differentiated instruction	#1	October January March	Instructional Staff District TOA	PLC – Instructional Staff 50	Coach Administration District TOA