

Wedgefield School

3835 BANCROFT BLVD, Orlando, FL 32833

<https://wedgefieldk8.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>48%</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>41%</p>

School Grades History

<p>Year</p> <p>Grade</p>		<p>2017-18</p> <p>B</p>
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**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 Orange 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.

Orange - 1861 - Wedgefield School - 2016-17 SIP
Wedgefield School

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>.

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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 Wedgefield School

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	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.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

At Wedgefield School, we strive to create and cultivate an atmosphere of trust, acceptance and respect for one another and an understanding and appreciation of our differences. Our student population is representative of many different ethnic and racial backgrounds. We will celebrate those differences through events such as Hispanic Heritage Month in September/October, and Black History Month in February. Our middle school Spanish students will participate in a unit of study where they will be immersed in the Hispanic culture. All members of the staff work to create a positive learning environment by explicitly teaching and developing affirmative social skills. We feel our students can achieve more when they have developed a sense of trust between themselves and the school staff. Our staff builds these trusting relationships by helping and encouraging students by stopping inappropriate behavior, such as racial or gender harassment. The Best Practices for Inclusive Education (BPIE) assessment has also been used to identify strengths and areas of improvement and impacts the multi-tiered system of support (MTSS) at Wedgefield School to allow for better scaffolding of learning.

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

At Wedgefield School, we believe that in order for students to reach their fullest potential, they must first feel safe and respected. Students, parents, and the community can see firsthand that students' safety is a top priority for all staff members. Upon moving into our new school building, the Principal, Leadership Team, School Resource Officer, and the OCPs Police Force worked together to develop plans for duty schedules, car and bus traffic flow, as well as arrival and dismissal procedures, all to ensure student safety is maintained at all times. As we have settled into the new school, procedures have been assessed and adjusted where necessary to ensure that Wedgefield School is the safest environment possible for our students and staff.

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.

At Wedgefield School, we have started a school-wide Positive Behavior Intervention and Support System. This comprehensive and proactive approach to discipline is based on the assumption that when faculty and staff in a school actively teach and acknowledge expected behavior, the proportion of students with serious behavior problems will be reduced and the school's overall climate will improve. We employ strategies such as behavioral coaching, role playing, daily goal setting, and self-monitoring to teach students to manage their own behavior and emotions more effectively. Our Dean is solely in charge of school-wide discipline to ensure fair and consistent enforcement of the OCPS Student Code of Conduct. In grades K - 5, we use a Student Intervention Step Plan. The plan encourages teachers to take ownership of their classroom management. Teachers are required to provide two classroom interventions before referring the student to Student Services (the Guidance Counselor or Dean). Referral to the Student Services Team is the third intervention. If, after receiving the three previously mentioned interventions, a student continues to make inappropriate choices, he/she receives a Safety Discipline Referral. Once a student gets to step four, the Safety Discipline Referral, the teacher and/or the Guidance Counselor/Dean must contact the parents at least once. The goal is to make all stakeholders (the parents, teacher, student, and administration) a part of the solution to correct inappropriate behavior. At the middle school level, we have a leveled intervention system in place (Classroom Behavior Violations) as a preemptive measure to receiving a discipline referral.

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.

At Wedgefield School, we understand the importance of providing students with the tools and skills necessary to become responsive and caring adults. We understand that to meet the needs of our students and families, we must provide careful and systematic attention to students' social and emotional learning. In an effort to identify students in need in the fastest way possible, our school psychologist will play an integral role in our MTSS process. Identified students will receive individual and/or group counseling as they are identified. Our school Guidance Counselor will also coordinate support groups for anger management, peer conflicts (using Restorative Justice training), social skills, divorce, grief and loss. We also work closely with Aspire counselors who come to the school to provide individual counseling to help meet a variety of needs of our students. Other information that supports a better understanding of students has been gathered through the Best Practices for Inclusive Education (BPIE) assessment. The BPIE has 34 indicators which helps schools focus on planning, MTSS and communication.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Wedgefield School is building an Early Warning System based on student needs. For this inaugural year, the focus will be on positive behaviors and building clear expectations. Administrators will conduct regular student conferences regarding attendance and discipline prior to implementing consequences. These conferences will allow students to acquire decision making skills to make better choices on a daily basis. Student conferences will be followed by parental contact to build a collaborative relationship between home and school. Teachers and Administration will also confer throughout the

MTSS process to discuss attendance, behavior and student performance. Individual student action plans will then be developed.

b. Provide the following data related to the school's early warning system

1. 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		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on a Multi-tiered System of Student Supports (MTSS) and assists with the formation of Tier II and Tier III strategies.

MTSS Tier Two Interventions include classroom behavior plans, attendance agreements, and 30-45 minutes of additional intervention instruction daily.

MTSS Tier Three Interventions include individual student behavior plans, parental attendance agreements, and additional targeted intervention instruction based on skill deficit.

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

Since the inception of Wedgefield School, the community has played an active role in creating an engaging learning environment for their children. School leadership has met with parents and the community to keep them connected with the school's building progression, the school's opening, and now the multitude of opportunities that parents and the community have to become involved in their children's education. Wedgefield leadership, teachers, and staff communicate with families in a variety of ways. To keep parents apprised of school activities, important dates, current updates, and information, we utilize our school website, the OCPS Connect Orange, and the marquee at the entrance of the school. In addition to the OCPS Progress Reports and Report Cards, parents are kept informed of their child's progress through ProgressBook, phone calls and emails, notes in planners, and in Edmodo, and parent/teacher conferences. In addition, our school and district mission is posted in the front office so parents see them upon entering the school.

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.

As a new school, Wedgefield School is actively building relationships with businesses in the community. With the help of our Partners In Education representative and our active PTSA, we have already formed strong relationships with Marcos Pizza, Chicken Salad Chicks, and Chick-Fil-A. We have Spirit Nights scheduled with TJs Seafood Shack, Chuck E. Cheese, and Dominoes Pizza, in which a portion of their proceeds are donated back to the school to support ongoing programs or to purchase needed resources. We also partner with Karate Zoo to provide after school karate lessons for elementary students.

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
Tracy, Laura	Principal
Stevens, Natalie	Assistant Principal
Drinkwater, Emily	Instructional Coach
Farrow, Deadra	Instructional Coach
Soubasis, Steven	Dean
Griffin, Wendy	Guidance Counselor
Conaughty, Thomas	Other

b. Duties

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

Mrs. Tracy, Master Principal, and the Assistant Principal, Natalie Stevens, will oversee the scheduling and implementation of PLC and monthly MTSS Meetings with teachers at every grade level. They will conduct frequent classroom walk-throughs and observations to monitor fidelity and cohesiveness within teams. The Dean, Steve Soubasis, will work alongside the administration to maintain a safe and orderly learning environment. The CRT, Deadra Farrow, will serve as an instructional coach facilitating the planning of standards-based lesson plans and common assessments. The MTSS/Reading Coach, Emily Drinkwater, will participate in all monthly MTSS Meetings, review progress monitoring data, and conduct observations and coaching with instructional staff. Robin Blackwell, Staffing Specialist/CCT, will initiate Educational Team Meetings when student data is not reflecting adequate growth. Wendy Griffin, Guidance Counselor, and Tom Conaughty, PASS Coordinator, will support teachers and students who need assistance with behavioral structures, plans and interventions.

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.

Monthly MTSS Meetings will be conducted in grades K-8 to review and discuss student performance within Tier 1, Tier 2 and Tier 3 intervention support levels. PLC Meetings will be focused on building cohesive teams that provide consistent standards-based instruction. Data will be analyzed for trends and decisions will be made by the team to address those areas of concern by implementing quality Tier 2 interventions. Tier 3 interventions will be developed by the MTSS Team to target specific student needs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Steven Bishop	Parent
Marcy Marquez	Parent
Vanessa Bishop	Parent
Laura Tracy	Principal

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

Being a new school, there was not a SIP last year.

b. Development of this school improvement plan

When the initial data is gathered and inputted into the SIP, the data will be shared with SAC. The SAC will then discuss and make recommendations to the school on how to make improvements.

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

Each year, our Principal will select members of SAC to serve on her Budget Advisory Committee. The purpose of the Budget Advisory Committee is to give input on the allocation of resources necessary to achieve our school's vision and mission. Since members of the SAC are an integral part of the development and implementation of the SIP, their feedback is encouraged and is critical to achieving our goals.

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

Being a new school, there were no allocated funds last year.

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
Tracy, Laura	Principal
Stevens, Natalie	Assistant Principal
Farrow, Deadra	Instructional Coach
Drinkwater, Emily	Instructional Coach
Soubasis, Steven	Dean
Griffin, Wendy	Guidance Counselor

b. Duties

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

Working together as a Collaborative Learning Team, the LLT will work with teachers to maintain focus on standards based lessons, analyzing student data on both state and school assessments, and help address ELA benchmarks throughout all content areas, K-8. The LLT will provide learning opportunities for teachers to create engaging lessons through inservice trainings, work sessions with learning teams, and providing resources for both teachers and parents. The LLT will work to create an engaging literacy based learning environment throughout all grade levels.

D. Public and Collaborative Teaching

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

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

As a new school, the main focus of 2016-17 will be building a collaborative team of teachers that work together to establish a safe and orderly learning environment. School-wide systems will be established through team meetings and staff feedback, which will foster the building of the TEAM. Professional Learning Communities will be established at each grade level and across content areas to analyze data, create standards-based lessons, establish common assessments, and implement intervention strategies through the MTSS process. School leaders will join PLC's to provide professional development and coaching.

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

All components of Great Beginnings Training and OCPs Beginning Teacher Program will be monitored by Deadra Farrow, CRT/Instructional Coach.

Beginning teachers will be assigned experienced mentors by Natalie Stevens, AP, and Deadra Farrow, CRT/Instructional Coach.

Professional Development will be provided throughout the school year by the District Digital Team, Zachary Anderson, Deadra Farrow and Emily Drinkwater.

Monthly MTSS/Data Meetings will be conducted by Natalie Stevens, AP, and Emily Drinkwater, MTSS Coach.

iObservation trainings will be offered by the administrative team.

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

The Instructional Coach will survey teachers to determine areas of need along with personnel reports generated by the school secretary. This information will provide a basis for mentor assignments beginning during preplanning. Mentors will be selected based on current grade level or content area, as well as location in the building. Mentors will meet with the Instructional Coach to establish expectations, including meeting with their assigned mentee weekly to discuss goals and checklists. Beginning teachers will meet monthly with the Instructional Coach to clarify beginning teacher requirements and areas of need.

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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. At Wedgefield School, we plan to ensure our core instructional programs and materials are aligned to Florida's Standards in the following ways:

1. As the Administrative Team and coaches conduct classroom walkthroughs/ observations, they will have a focused list of "Look Fors". First and foremost, they are looking for evidence of rigorous instruction and assessment that is planned to the full intent of the grade/content standard. This begins with a rigorous Learning Goal and Scale, based on deconstructed Florida Standards, being posted in the classroom. Next, they will review the teacher's lesson plans for evidence of Daily Learning Targets.

2. Our curriculum at Wedgefield School is the Florida Standards. However, the primary resources we use to teach the standards are the OCPs adopted instructional materials. During Collaborative Learning Teams, our teachers will take the time to align the county materials to the standards and when necessary, rewrite questions or test items to increase the level of rigor as specified in the standard.
3. Our teachers will utilize the state and county test item specifications/EOC Assessment Outlines to ensure they are teaching their grade level/course standards necessary to prepare their students for state and district assessments.
4. Lastly, the teachers are provided time to work collaboratively on common planning. During this time, they are encouraged to utilize IMS and other district recommended resources, such as CPalms, to align their instruction to 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.

Utilizing the Best Practices for Inclusive Education (BPIE) enables Wedgefield School to determine needs and identify strategies which then can be incorporated into Tier II and Tier III interventions. Indicator 20 of the BPIE specifically focuses on a Multi-Tiered System of Student Supports (MTSS). Students will be assessed at the beginning of the year using MAPS, i-Ready, and common assessments to collect baseline data. This data will be analyzed by grade level PLC teams, led by the MTSS Coach, to determine the need of Tier II interventions. While all students will receive Core instruction as their Tier I, students that are performing below grade level expectation will also receive an additional 30-45 minutes of Tier II support. Monthly and bi-weekly progress monitoring by the MTSS Team will determine the need for further interventions. These interventions, considered Tier III, would include 15-45 minutes of additional targeted intervention. This tiered intervention scaffolding approach is to promote student success and optimize student growth. Students with an IEP will receive ESE support outside of the regular education classroom. Data will continue to be monitored and instructional shifts will be made when data supports such changes.

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: Extended School Day

Minutes added to school year: 1,800

Students that have been identified as non-proficient in reading or math will be invited to before/after school tutoring.

Strategy Rationale

Tutoring will act as an additional level of support to scaffold the learning of students in the area(s) of reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Farrow, Deadra, deadra.farrow@ocps.net

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

Data collection will occur monthly using i-Ready progress monitoring and standard assessments.

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.

Wedgefield School is one of the select schools to participate in the K-8 model, offering a seamless transition from elementary to middle grades. Wedgefield School extends its learning further by offering two half day Voluntary Pre-Kindergarten classes to four-year-olds in the community. Wedgefield also offers two preschool classes that specialize in the needs of our exceptional student population.

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.

Wedgefield School will advance college and career awareness through programs such as Teach-In, College Day, Agriscience programs and Project Lead the Way. College days will be used to further increase student attentiveness towards College and University programs. Community members will be invited to share their profession at our annual Teach In event. While students are exposed to a variety of careers in Wedgefield's agriscience program, Project Lead the Way (PLTW) exposes students to the growing field of engineering, promoting ideas of careers in science, technology, engineering and mathematics.

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

Through the OCPS IC3 Spark program, Wedgefield students in grades 3-5 will have the opportunity to earn Digital Tools Certificates in the following areas: word processing, spreadsheets, and digital presentations. Currently, our students in grades 6 - 8 are able to take Information and Communication Technology (ICT). This course provides students with computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes, but is not limited to, digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cybersecurity, and computer programming.

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

The ICT track offered at Wedgefield provides students with the opportunity to take the Intro to IT course, which is a high school credit course and an Industry Certification worth 3 college credits.

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.

Wedgefield utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math. Wedgefield also supports the progression of mathematics where Algebra 1 and Geometry is offered in 8th grade. Tutoring and End of Course Exam camps are used to support and prepare students for success in Algebra 1. Orange County TIPS will give students, who are at the 95th percentile, an opportunity to take an SAT preparatory course and then take the new SAT. Throughout the school year, students in the Calculus Project will receive math tutoring and take a summer preview class for their next math course with the goal of preparing them to take calculus in high school.

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.

As a new school, Wedgefield data is based upon data from feeder schools. This data indicates strengths in Mathematical proficiency levels. Weakness are indicated in learning gains within key content areas such as reading and math. Data indicates a discrepancy between elementary data and data of middle school students, indicating a decline in proficiency levels in grades six through 8.

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"? 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.

Based on feeder school data and proficiency levels, our "why" focuses on lack of mastery of standards at each grade level. These gaps appear to grow as the students enter the middle school grades causing proficiency levels to drop over this time span. As we reflect on this "root cause" it is apparent that the focus of instruction need to be on mastery of standards. Students, as well as teachers, have to monitor progress towards that standards and implement interventions as needed to help students master the standards at each grade level. Collaboration is key to the success of Wedgefield students.

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.** Increase participation and performance in accelerated courses.(Division Priority: Accelerate student performance)
- G2.** Increase Civics proficiency in all subgroups. (Division Priority: Narrow the achievement gaps)
- G3.** Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure career and college readiness)
- G4.** Increase ELA, Mathematics and Science proficiency in all subgroups.(Division Priority: Accelerate student performance)
- G5.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps)

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. Increase participation and performance in accelerated courses.(Division Priority: Accelerate student performance) 1a

G084813

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0
FSA Mathematics Achievement	61.0

Targeted Barriers to Achieving the Goal 3

- Lack of student proficiency according to previous year data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Analyze student data using i-Ready diagnostic assessments to revise student placement in accelerated courses.
- Analyze student data using i-Ready diagnostic assessments to revise student placement in accelerated courses.

Plan to Monitor Progress Toward G1. 8

Student scheduling reports will be used to monitor percentage of students in accelerated courses.

Person Responsible

Laura Tracy

Schedule

Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

SMS reports

G2. Increase Civics proficiency in all subgroups. (Division Priority: Narrow the achievement gaps) 1a

G084814

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	78.0

Targeted Barriers to Achieving the Goal 3

- Lack of student reading proficiency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready, iCivics, FJCC Standard based lessons, Edmodo

Plan to Monitor Progress Toward G2. 8

i-Ready reading and common assessment data

Person Responsible

Laura Tracy

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

i-Ready reports and student data spreadsheets

G3. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure career and college readiness) 1a

G084815

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	53.0
Math Gains	59.0

Targeted Barriers to Achieving the Goal 3

- Lack of systematic approach to ELA and Mathematics enrichment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Journeys Curriculum, SpringBoard, Go Math, Florida Ready LAFS materials, IMS Curriculum Support, Technology: SMARTBoards, Laptops, i-Ready, Safari Montage

Plan to Monitor Progress Toward G3. 8

i-Ready Data

Person Responsible

Laura Tracy

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

i-Ready Results and Data Wall

G4. Increase ELA, Mathematics and Science proficiency in all subgroups.(Division Priority: Accelerate student performance) 1a

G084816

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	64.0
FSA Mathematics Achievement	68.0
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal 3

- Consistency of Instruction across grade levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IMS Curriculum and Pacing, i-Ready, Florida Ready LAFS materials

Plan to Monitor Progress Toward G4. 8

iObservation and i-Ready data

Person Responsible

Laura Tracy

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

iObservation and i-Ready data

G5. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps) 1a

G084817

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	18.0
Math Lowest 25% Gains	21.0

Targeted Barriers to Achieving the Goal 3

- Lack of systematic approach to reading and math interventions and differentiated instruction within the classroom setting.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Journeys, Springboard, GoMath, i-Ready, Florida Ready LAFS, DIBELS progress monitoring tools, FCRR activities.

Plan to Monitor Progress Toward G5. 8

i-Ready data and progress monitor graphs

Person Responsible

Laura Tracy

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

i-Ready reports and student data spreadsheets

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. Increase participation and performance in accelerated courses.(Division Priority: Accelerate student performance) 1

G084813

G1.B1 Lack of student proficiency according to previous year data. 2

B225540

G1.B1.S1 Administer additional diagnostic assessment to revise student placement. 4

S237932

Strategy Rationale

To evaluate student mastery of grade level standards within a controlled environment.

Action Step 1 5

ELA and Math teachers will administer the i-Ready diagnostic assessment in a secure testing environment.

Person Responsible

Laura Tracy

Schedule

On 9/1/2016

Evidence of Completion

i-Ready class/student reports

Action Step 2 5

Data will be analyzed and student schedules will be revised to include accelerated courses.

Person Responsible

Laura Tracy

Schedule

Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Revised schedule in SMS

Action Step 3 5

Students not meeting proficiency will be scheduled in intervention blocks for ELA and/or Math

Person Responsible

Laura Tracy

Schedule

Annually, from 8/15/2016 to 5/26/2017

Evidence of Completion

SMS schedules

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

MTSS coach will meet with ELA and Math teachers to communicate expectations during testing and monitor classrooms during administration.

Person Responsible

Laura Tracy

Schedule

On 9/1/2016

Evidence of Completion

i-Ready reports

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

i-Ready reports will be monitored.

Person Responsible

Laura Tracy

Schedule

On 9/2/2016

Evidence of Completion

i-Ready reports

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

i-Ready reports will be monitored.

Person Responsible

Laura Tracy

Schedule

On 9/2/2016

Evidence of Completion

i-Ready reports

G1.B1.S2 Analyze student data as a PLC to revise student placement in accelerated courses. 4

 S237933

Strategy Rationale

To foster student growth when grade level standards have been met and accelerate growth.

Action Step 1 5

Classroom teachers, Guidance Counselor and Curriculum Resource Teacher will monitor student attendance and success in accelerated programs

Person Responsible

Wendy Griffin

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

attendance sheets, iReady data, classroom grades, formative assessment data

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

We will very closely monitor student attendance and progress by checking attendance, iReady, and Progress Book

Person Responsible

Wendy Griffin

Schedule

On 6/2/2017

Evidence of Completion

attendance sheets, iReady data, classroom grades, formative assessment data

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

We will stay in close contact with classroom teachers to ensure students succeeding in accelerated courses.

Person Responsible

Wendy Griffin

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

attendance sheets, iReady reports, Common Formative Assessment data

G2. Increase Civics proficiency in all subgroups. (Division Priority: Narrow the achievement gaps)

1

G084814

G2.B1 Lack of student reading proficiency. 2

B225542

G2.B1.S1 Utilize i-Ready student diagnostic data to tailor reading interventions for students based on deficits. 4

S237934

Strategy Rationale

To identify weaknesses in readers and target interventions to obtain maximum growth for learners.

Action Step 1 5

Schedule i-Ready diagnostic testing during ELA blocks.

Person Responsible

Laura Tracy

Schedule

Triannually, from 8/25/2016 to 5/26/2017

Evidence of Completion

i-Ready reports

Action Step 2 5

Schedule PLC meetings to discuss i-Ready data and trends.

Person Responsible

Laura Tracy

Schedule

Semiannually, from 9/12/2016 to 1/16/2017

Evidence of Completion

PLC notes

Action Step 3 5

Schedule frequent one on one or small group MTSS Meetings to discuss individual student needs and performance.

Person Responsible

Laura Tracy

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

MTSS notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observe and participate in MTSS meetings

Person Responsible

Laura Tracy

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

MTSS documentation/Notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Compare data growth and teacher feedback based on interventions.

Person Responsible

Laura Tracy

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

i-Ready reports and student data spreadsheets

G2.B1.S2 Utilize online i-Ready reading lessons weekly. 4

S237935

Strategy Rationale

To improve student reading proficiency levels, including comprehension of informational text.

Action Step 1 5

Reading Coach will meet with 7th grade ELA and Civics teachers to review best practices for helping students develop reading comprehension skills that will increase understanding in content area reading.

Person Responsible

Emily Drinkwater

Schedule

Monthly, from 11/1/2016 to 6/2/2017

Evidence of Completion

meeting notes, lesson plans, iObservation feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Reading Coach will monitor lesson plans and student assessment data to determine if struggling readers are increasing their comprehension and vocabulary skills with content area reading.

Person Responsible

Emily Drinkwater

Schedule

Monthly, from 11/1/2016 to 6/2/2017

Evidence of Completion

Common Formative Assessment data, lesson plans, iReady data, meeting notes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The Reading Coach and CRT will meet with the seventh grade ELA teacher, the seventh-grade civics teacher, middle school ESE resource teacher and the intervention teacher to disaggregate student data by subgroup and to implement plan interventions.

Person Responsible

Emily Drinkwater

Schedule

On 6/2/2017

Evidence of Completion

iReady data, Common Formative Assessment data, lesson plans, meeting notes

G3. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure career and college readiness) 1

G084815

G3.B1 Lack of systematic approach to ELA and Mathematics enrichment. 2

B225543

G3.B1.S1 Schedule PLC meetings to discuss ELA and Mathematics enrichment and data.

4

S237936

Strategy Rationale

To monitor student performance and meet individual student needs.

Action Step 1 5

Provide opportunity to attend Gifted Endorsement classes.

Person Responsible

Laura Tracy

Schedule

Monthly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Professional Development points awarded to participants.

Action Step 2 5

Schedule bi-weekly PLC meetings

Person Responsible

Laura Tracy

Schedule

Biweekly, from 9/14/2016 to 5/26/2017

Evidence of Completion

PLC Notes

Action Step 3 5

Schedule frequent one on one or small group MTSS meetings to discuss individual student needs and performance.

Person Responsible

Laura Tracy

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

MTSS Documentation Forms/Notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Observe/Participate in PLC and MTSS Meetings

Person Responsible

Laura Tracy

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

MTSS Documentation/Notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Observe/Participate in PLC and MTSS Meetings

Person Responsible

Laura Tracy

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

MTSS Documentation/Notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Compare data growth and teacher feedback based on instructional enrichment.

Person Responsible

Laura Tracy

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

i-Ready reports and common assessment data

G3.B1.S2 We will provide training for the instructional staff on the importance of providing differentiation for the students in our top quartile **4**

 S237937

Strategy Rationale

Differentiation is essential for high-achieving students because if they aren't challenged early on, they get the impression that school is something that is not worth the effort.

Action Step 1 **5**

Reading Coach and Curriculum Resource Teachers will create survey to determine the instructional staff's knowledge of how to and the importance of differentiation for our top quartile students.

Person Responsible

Emily Drinkwater

Schedule

On 6/2/2017

Evidence of Completion

Survey Results

Action Step 2 **5**

The Reading Coach and Curriculum Resource Teacher will analyze the results of the surveys in order to plan for professional development.

Person Responsible

Emily Drinkwater

Schedule

On 6/2/2017

Evidence of Completion

Survey results compiles on excel spreadsheet, power point presentation

Action Step 3 5

Using the results of the survey on providing differentiation for students in the top quartile, the Reading Coach and the Curriculum Resource Teacher will train the instructional staff on how to and the importance of providing differentiation for the top quartile students.

Person Responsible

Emily Drinkwater

Schedule

On 6/2/2017

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

The Instructional Coaches will monitor for differentiation for the top quartile students while conducting standards-based classroom walkthrough observations.

Person Responsible

Deadra Farrow

Schedule

Every 3 Weeks, from 10/31/2016 to 6/2/2017

Evidence of Completion

iObservation data, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

The instructional Coaches will meet with Collaborative Learning Teams as they engage in Common Planning to monitor their ability to incorporate strategies to differentiate for top quartile students.

Person Responsible

Deadra Farrow

Schedule

Monthly, from 10/31/2016 to 6/2/2017

Evidence of Completion

lesson plans, Collaborative Learning Team Meeting Documentation Form, iobservation data

G4. Increase ELA, Mathematics and Science proficiency in all subgroups.(Division Priority: Accelerate student performance) 1

G084816

G4.B1 Consistency of Instruction across grade levels. 2

B225544

G4.B1.S1 Provide curriculum professional development opportunities for teachers. 4

S237938

Strategy Rationale

To familiarize teachers with core curriculum resources.

Action Step 1 5

Core Curriculum Trainings (Journeys, GoMath, Science Fusion)

Person Responsible

Laura Tracy

Schedule

On 8/12/2016

Evidence of Completion

Sign In sheets

Action Step 2 5

Provide professional development and support to teams as they plan Instructional Focus Calendars for the 2016-17 school year.

Person Responsible

Laura Tracy

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Focus Calendars by grade level/content area.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Lesson Plan checks and data meetings

Person Responsible

Laura Tracy

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Grade level lesson plans, IFC and student data spreadsheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom informal observations

Person Responsible

Laura Tracy

Schedule

Monthly, from 9/26/2016 to 5/19/2017

Evidence of Completion

iObservation

G4.B1.S2 Administration and Instructional Coaches will provide professional development to deconstruct grade level Florida Standards to ensure all subgroups receive instruction based on the full intent of the standards. 4

S237939

Strategy Rationale

Teachers will gain mastery of their grade level/content area standards because they will invest the time to analyze all the components involved to obtain the desired effects from their students in all subgroups.

Action Step 1 5

Administration, the Reading Coach and CRT will facilitate professional development to support teachers as they deconstruct grade level/content area standards.

Person Responsible

Deadra Farrow

Schedule

On 6/2/2017

Evidence of Completion

Sign-in sheets for the professional development

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

During Leadership Team meetings, the administration and school-based coaches will review the CLT meeting notes and discuss the progress teachers are making in the process of deconstructing standards.

Person Responsible

Deadra Farrow

Schedule

Quarterly, from 11/14/2016 to 6/2/2017

Evidence of Completion

classroom walkthrough/iObservation data and lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Monitor the effectiveness of the implementation by reviewing classroom iObservation data and coaching feedback.

Person Responsible

Deadra Farrow

Schedule

Every 6 Weeks, from 11/21/2016 to 6/2/2017

Evidence of Completion

Data collected from informal and formal observations in iObservation.

G5. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps) 1

G084817

G5.B1 Lack of systematic approach to reading and math interventions and differentiated instruction within the classroom setting. 2

B225545

G5.B1.S1 Schedule frequent MTSS meetings to discuss reading and math interventions. 4

S237940

Strategy Rationale

To monitor student performance and provide coaching for teachers in assisting their students.

Action Step 1 5

Schedule frequent one on one or small group MTSS meetings to discuss individual student needs and performance.

Person Responsible

Laura Tracy

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

MTSS Documentation Forms/Notes

Action Step 2 5

i-Ready Professional Development

Person Responsible

Laura Tracy

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

i-Ready reports and MTSS notes

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Observe/Participate in MTSS Meetings

Person Responsible

Laura Tracy

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

MTSS Documentation/Notes

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Compare data growth and teacher feedback based on instructional interventions.

Person Responsible

Laura Tracy

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Growth of achievement on i-Ready and common assessments

G5.B1.S2 Provide professional development/training on ways to implement differentiation in the classroom 4

S237941

Strategy Rationale

Differentiated instruction strategies accommodate each student's learning style, readiness, and interest. Differentiated instruction strategies use a variety of educational methods to teach students the same information.

Action Step 1 5

The Staffing Specialist and Curriculum Resource Teacher will create a survey to determine the instructional staff's level of understanding for implementing a student's IEP, 504 or ELL accommodations.

Person Responsible

Deadra Farrow

Schedule

On 6/2/2017

Evidence of Completion

Survey document

Action Step 2 5

Based on feedback from the surveys, the Staffing Specialist and Curriculum Resource Teacher will conduct professional development on implementing a student's IEP, 504 or ELL accommodations.

Person Responsible

Deadra Farrow

Schedule

On 6/2/2017

Evidence of Completion

compilation of survey results, power point presentation, exit slips

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

The Instructional Coaches will monitor for differentiation for the top quartile students while conducting standards-based classroom walkthrough observations.

Person Responsible

Deadra Farrow

Schedule

On 6/2/2017

Evidence of Completion

iobservation data, lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

The instructional Coaches will meet with Collaborative Learning Teams as they engage in Common Planning to monitor their ability to incorporate strategies to differentiate for top quartile students.

Person Responsible

Deadra Farrow

Schedule

Monthly, from 11/21/2016 to 6/2/2017

Evidence of Completion

lesson plans, Collaborative Learning Team Meeting Documentation Form, iobservation data

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					
 G4.B1.S1.A1 A307820	Core Curriculum Trainings (Journeys, GoMath, Science Fusion)	Tracy, Laura	8/8/2016	Sign In sheets	8/12/2016 one-time
 G1.B1.S1.MA1 M314149	MTSS coach will meet with ELA and Math teachers to communicate expectations during testing and...	Tracy, Laura	8/25/2016	i-Ready reports	9/1/2016 one-time
 G1.B1.S1.A1 A307806	ELA and Math teachers will administer the i-Ready diagnostic assessment in a secure testing...	Tracy, Laura	8/26/2016	i-Ready class/student reports	9/1/2016 one-time
 G1.B1.S1.MA1 M314147	i-Ready reports will be monitored.	Tracy, Laura	8/26/2016	i-Ready reports	9/2/2016 one-time
 G1.B1.S1.MA1 M314148	i-Ready reports will be monitored.	Tracy, Laura	8/26/2016	i-Ready reports	9/2/2016 one-time
 G2.B1.S1.A2 A307811	Schedule PLC meetings to discuss i-Ready data and trends.	Tracy, Laura	9/12/2016	PLC notes	1/16/2017 semiannually
 G4.B1.S1.MA1 M314164	Classroom informal observations	Tracy, Laura	9/26/2016	iObservation	5/19/2017 monthly
 G1.MA1 M314152	Student scheduling reports will be used to monitor percentage of students in accelerated courses.	Tracy, Laura	8/26/2016	SMS reports	5/26/2017 quarterly
 G2.MA1 M314157	i-Ready reading and common assessment data	Tracy, Laura	9/12/2016	i-Ready reports and student data spreadsheets	5/26/2017 monthly
 G3.MA1 M314163	i-Ready Data	Tracy, Laura	8/29/2016	i-Ready Results and Data Wall	5/26/2017 monthly
 G4.MA1 M314168	iObservation and i-Ready data	Tracy, Laura	8/29/2016	iObservation and i-Ready data	5/26/2017 monthly
 G5.MA1 M314173	i-Ready data and progress monitor graphs	Tracy, Laura	10/3/2016	i-Ready reports and student data spreadsheets	5/26/2017 monthly
 G1.B1.S1.A2 A307807	Data will be analyzed and student schedules will be revised to include accelerated courses.	Tracy, Laura	8/26/2016	Revised schedule in SMS	5/26/2017 quarterly
 G1.B1.S1.A3 A307808	Students not meeting proficiency will be scheduled in intervention blocks for ELA and/or Math	Tracy, Laura	8/15/2016	SMS schedules	5/26/2017 annually
 G2.B1.S1.MA1 M314153	Compare data growth and teacher feedback based on interventions.	Tracy, Laura	10/3/2016	i-Ready reports and student data spreadsheets	5/26/2017 monthly
 G2.B1.S1.MA1 M314154	Observe and participate in MTSS meetings	Tracy, Laura	10/3/2016	MTSS documentation/Notes	5/26/2017 weekly
 G2.B1.S1.A1 A307810	Schedule i-Ready diagnostic testing during ELA blocks.	Tracy, Laura	8/25/2016	i-Ready reports	5/26/2017 triannually
 G2.B1.S1.A3 A307812	Schedule frequent one on one or small group MTSS Meetings to discuss individual student needs and...	Tracy, Laura	10/3/2016	MTSS notes	5/26/2017 monthly
G3.B1.S1.MA1 M314158	Compare data growth and teacher feedback based on instructional enrichment.	Tracy, Laura	10/3/2016	i-Ready reports and common assessment data	5/26/2017 monthly

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Wedgefield School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1 M314159	Observe/Participate in PLC and MTSS Meetings	Tracy, Laura	10/3/2016	MTSS Documentation/Notes	5/26/2017 weekly
G3.B1.S1.MA1 M314160	Observe/Participate in PLC and MTSS Meetings	Tracy, Laura	10/3/2016	MTSS Documentation/Notes	5/26/2017 weekly
G3.B1.S1.A1 A307814	Provide opportunity to attend Gifted Endorsement classes.	Tracy, Laura	8/3/2016	Professional Development points awarded to participants.	5/26/2017 monthly
G3.B1.S1.A2 A307815	Schedule bi-weekly PLC meetings	Tracy, Laura	9/14/2016	PLC Notes	5/26/2017 biweekly
G3.B1.S1.A3 A307816	Schedule frequent one on one or small group MTSS meetings to discuss individual student needs and...	Tracy, Laura	10/3/2016	MTSS Documentation Forms/ Notes	5/26/2017 monthly
G4.B1.S1.MA1 M314165	Lesson Plan checks and data meetings	Tracy, Laura	10/3/2016	Grade level lesson plans, IFC and student data spreadsheets	5/26/2017 monthly
G4.B1.S1.A2 A307821	Provide professional development and support to teams as they plan Instructional Focus Calendars...	Tracy, Laura	8/3/2016	Focus Calendars by grade level/ content area.	5/26/2017 quarterly
G5.B1.S1.MA1 M314169	Compare data growth and teacher feedback based on instructional interventions.	Tracy, Laura	10/3/2016	Growth of achievement on i-Ready and common assessments	5/26/2017 monthly
G5.B1.S1.MA1 M314170	Observe/Participate in MTSS Meetings	Tracy, Laura	10/3/2016	MTSS Documentation/Notes	5/26/2017 weekly
G5.B1.S1.A1 A307823	Schedule frequent one on one or small group MTSS meetings to discuss individual student needs and...	Tracy, Laura	10/3/2016	MTSS Documentation Forms/ Notes	5/26/2017 monthly
G5.B1.S1.A2 A307824	i-Ready Professional Development	Tracy, Laura	8/10/2016	i-Ready reports and MTSS notes	5/26/2017 monthly
G1.B1.S2.MA1 M314150	We will stay in close contact with classroom teachers to ensure students succeeding in accelerated...	Griffin, Wendy	10/3/2016	attendance sheets, iReady reports, Common Formative Assessment data	6/2/2017 monthly
G1.B1.S2.MA1 M314151	We will very closely monitor student attendance and progress by checking attendance, iReady, and...	Griffin, Wendy	10/3/2016	attendance sheets, iReady data, classroom grades, formative assessment data	6/2/2017 one-time
G1.B1.S2.A1 A307809	Classroom teachers, Guidance Counselor and Curriculum Resource Teacher will monitor student...	Griffin, Wendy	10/3/2016	attendance sheets, iReady data, classroom grades, formative assessment data	6/2/2017 quarterly
G2.B1.S2.MA1 M314155	The Reading Coach and CRT will meet with the seventh grade ELA teacher, the seventh-grade civics...	Drinkwater, Emily	6/2/2017	iReady data, Common Formative Assessment data, lesson plans, meeting notes	6/2/2017 one-time
G2.B1.S2.MA1 M314156	Reading Coach will monitor lesson plans and student assessment data to determine if struggling...	Drinkwater, Emily	11/1/2016	Common Formative Assessment data, lesson plans, iReady data, meeting notes.	6/2/2017 monthly
G2.B1.S2.A1 A307813	Reading Coach with meet with 7th grade ELA and Civics teachers to review best practices for helping...	Drinkwater, Emily	11/1/2016	meeting notes, lesson plans, iObservation feedback	6/2/2017 monthly
G3.B1.S2.MA1 M314161	The instructional Coaches will meet with Collaborative Learning Teams as they engage in Common...	Farrow, Deadra	10/31/2016	lesson plans, Collaborative Learning Team Meeting Documentation Form, iobservation data	6/2/2017 monthly

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Wedgefield School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1 M314162	The Instructional Coaches will monitor for differentiation for the top quartile students while...	Farrow, Deadra	10/31/2016	iObservation data, Lesson Plans	6/2/2017 every-3-weeks
G3.B1.S2.A1 A307817	Reading Coach and Curriculum Resource Teachers will create survey to determine the instructional...	Drinkwater, Emily	6/2/2017	Survey Results	6/2/2017 one-time
G3.B1.S2.A2 A307818	The Reading Coach and Curriculum Resource Teacher will analyze the results of the surveys in order...	Drinkwater, Emily	6/2/2017	Survey results compiles on excel spreadsheet, power point presentation	6/2/2017 one-time
G3.B1.S2.A3 A307819	Using the results of the survey on providing differentiation for students in the top quartile, the...	Drinkwater, Emily	6/2/2017	Sign-in sheets	6/2/2017 one-time
G4.B1.S2.MA1 M314166	Monitor the effectiveness of the implementation by reviewing classroom iObservation data and...	Farrow, Deadra	11/21/2016	Data collected from informal and formal observations in iObservation.	6/2/2017 every-6-weeks
G4.B1.S2.MA1 M314167	During Leadership Team meetings, the administration and school-based coaches will review the CLT...	Farrow, Deadra	11/14/2016	classroom walkthrough/ iObservation data and lesson plans	6/2/2017 quarterly
G4.B1.S2.A1 A307822	Administration, the Reading Coach and CRT will facilitate professional development to support...	Farrow, Deadra	11/1/2016	Sign-in sheets for the professional development	6/2/2017 one-time
G5.B1.S2.MA1 M314171	The instructional Coaches will meet with Collaborative Learning Teams as they engage in Common...	Farrow, Deadra	11/21/2016	lesson plans, Collaborative Learning Team Meeting Documentation Form, iobservation data	6/2/2017 monthly
G5.B1.S2.MA1 M314172	The Instructional Coaches will monitor for differentiation for the top quartile students while...	Farrow, Deadra	11/14/2016	iobservation data, lesson plans	6/2/2017 one-time
G5.B1.S2.A1 A307825	The Staffing Specialist and Curriculum Resource Teacher will create a survey to determine the...	Farrow, Deadra	6/2/2017	Survey document	6/2/2017 one-time
G5.B1.S2.A2 A307826	Based on feedback from the surveys, the Staffing Specialist and Curriculum Resource Teacher will...	Farrow, Deadra	6/2/2017	compilation of survey results, power point presentation, exit slips	6/2/2017 one-time

V. Professional Development Opportunities

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

G2. Increase Civics proficiency in all subgroups. (Division Priority: Narrow the achievement gaps)

G2.B1 Lack of student reading proficiency.

G2.B1.S1 Utilize i-Ready student diagnostic data to tailor reading interventions for students based on deficits.

PD Opportunity 1

Schedule PLC meetings to discuss i-Ready data and trends.

Facilitator

Emily Drinkwater, MTSS coach

Participants

Grade level teachers

Schedule

Semiannually, from 9/12/2016 to 1/16/2017

G3. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure career and college readiness)

G3.B1 Lack of systematic approach to ELA and Mathematics enrichment.

G3.B1.S1 Schedule PLC meetings to discuss ELA and Mathematics enrichment and data.

PD Opportunity 1

Provide opportunity to attend Gifted Endorsement classes.

Facilitator

Natalie Stevens, Assistant Principal

Participants

Wedgefield teachers K-8

Schedule

Monthly, from 8/3/2016 to 5/26/2017

G3.B1.S2 We will provide training for the instructional staff on the importance of providing differentiation for the students in our top quartile

PD Opportunity 1

Using the results of the survey on providing differentiation for students in the top quartile, the Reading Coach and the Curriculum Resource Teacher will train the instructional staff on how to and the importance of providing differentiation for the top quartile students.

Facilitator

Emily Drinkwater & Deadra Farrow

Participants

Instructional Staff

Schedule

On 6/2/2017

G4. Increase ELA, Mathematics and Science proficiency in all subgroups.(Division Priority: Accelerate student performance)

G4.B1 Consistency of Instruction across grade levels.

G4.B1.S1 Provide curriculum professional development opportunities for teachers.

PD Opportunity 1

Core Curriculum Trainings (Journeys, GoMath, Science Fusion)

Facilitator

Natalie Stevens

Participants

Content Area teachers

Schedule

On 8/12/2016

PD Opportunity 2

Provide professional development and support to teams as they plan Instructional Focus Calendars for the 2016-17 school year.

Facilitator

Deadra Farrow, CRT

Participants

Content area teachers

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

G4.B1.S2 Administration and Instructional Coaches will provide professional development to deconstruct grade level Florida Standards to ensure all subgroups receive instruction based on the full intent of the standards.

PD Opportunity 1

Administration, the Reading Coach and CRT will facilitate professional development to support teachers as they deconstruct grade level/content area standards.

Facilitator

Deadra Farrow

Participants

Instructional Teachers

Schedule

On 6/2/2017

G5. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps)

G5.B1 Lack of systematic approach to reading and math interventions and differentiated instruction within the classroom setting.

G5.B1.S1 Schedule frequent MTSS meetings to discuss reading and math interventions.

PD Opportunity 1

Schedule frequent one on one or small group MTSS meetings to discuss individual student needs and performance.

Facilitator

Emily Drinkwater, MTSS coach

Participants

ELA/Math teachers

Schedule

Monthly, from 10/3/2016 to 5/26/2017

PD Opportunity 2

i-Ready Professional Development

Facilitator

Emily Drinkwater, MTSS Coach

Participants

ELA/Math teachers

Schedule

Monthly, from 8/10/2016 to 5/26/2017

G5.B1.S2 Provide professional development/training on ways to implement differentiation in the classroom

PD Opportunity 1

Based on feedback from the surveys, the Staffing Specialist and Curriculum Resource Teacher will conduct professional development on implementing a student's IEP,504 or ELL accommodations.

Facilitator

Deadra Farrow & Robin Blackwell

Participants

Classroom Teachers

Schedule

On 6/2/2017

VII. Budget

1	G1.B1.S1.A1	ELA and Math teachers will administer the i-Ready diagnostic assessment in a secure testing environment.				\$0.00
2	G1.B1.S1.A2	Data will be analyzed and student schedules will be revised to include accelerated courses.				\$0.00
3	G1.B1.S1.A3	Students not meeting proficiency will be scheduled in intervention blocks for ELA and/or Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1861 - Wedgefield School	General Fund		\$0.00
			<i>Notes: Reading intervention teacher and math intervention teacher.</i>			
4	G1.B1.S2.A1	Classroom teachers, Guidance Counselor and Curriculum Resource Teacher will monitor student attendance and success in accelerated programs				\$0.00
5	G2.B1.S1.A1	Schedule i-Ready diagnostic testing during ELA blocks.				\$0.00
6	G2.B1.S1.A2	Schedule PLC meetings to discuss i-Ready data and trends.				\$0.00
7	G2.B1.S1.A3	Schedule frequent one on one or small group MTSS Meetings to discuss individual student needs and performance.				\$0.00
8	G2.B1.S2.A1	Reading Coach with meet with 7th grade ELA and Civics teachers to review best practices for helping students develop reading comprehension skills that will increase understanding in content area reading.				\$0.00
9	G3.B1.S1.A1	Provide opportunity to attend Gifted Endorsement classes.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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		310-Professional and Technical Services	1861 - Wedgefield School	General Fund		\$1,000.00
			<i>Notes: Gifted endorsement trainer expenses.</i>			
10	G3.B1.S1.A2	Schedule bi-weekly PLC meetings				\$0.00
11	G3.B1.S1.A3	Schedule frequent one on one or small group MTSS meetings to discuss individual student needs and performance.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1861 - Wedgefield School	General Fund		\$0.00
			<i>Notes: MTSS Coach</i>			
12	G3.B1.S2.A1	Reading Coach and Curriculum Resource Teachers will create survey to determine the instructional staff's knowledge of how to and the importance of differentiation for our top quartile students.				\$0.00
13	G3.B1.S2.A2	The Reading Coach and Curriculum Resource Teacher will analyze the results of the surveys in order to plan for professional development.				\$0.00
14	G3.B1.S2.A3	Using the results of the survey on providing differentiation for students in the top quartile, the Reading Coach and the Curriculum Resource Teacher will train the instructional staff on how to and the importance of providing differentiation for the top quartile students.				\$0.00
15	G4.B1.S1.A1	Core Curriculum Trainings (Journeys, GoMath, Science Fusion)				\$0.00
16	G4.B1.S1.A2	Provide professional development and support to teams as they plan Instructional Focus Calendars for the 2016-17 school year.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		590-Other Materials and Supplies	1861 - Wedgefield School	General Fund		\$0.00
			<i>Notes: Office supplies: Paper and binders</i>			
17	G4.B1.S2.A1	Administration, the Reading Coach and CRT will facilitate professional development to support teachers as they deconstruct grade level/content area standards.				\$0.00
18	G5.B1.S1.A1	Schedule frequent one on one or small group MTSS meetings to discuss individual student needs and performance.				\$0.00
19	G5.B1.S1.A2	i-Ready Professional Development				\$0.00
20	G5.B1.S2.A1	The Staffing Specialist and Curriculum Resource Teacher will create a survey to determine the instructional staff's level of understanding for implementing a student's IEP, 504 or ELL accommodations.				\$0.00
21	G5.B1.S2.A2	Based on feedback from the surveys, the Staffing Specialist and Curriculum Resource Teacher will conduct professional				\$0.00

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		development on implementing a student's IEP,504 or ELL accommodations.	
Total:			\$1,000.00