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## **Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>8</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>23</b>
<b>Budget to Support Goals</b>	<b>25</b>

# Wedgefield School

3835 BANCROFT BLVD, Orlando, FL 32833

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

## Demographics

**Principal: Natalie Stevens**

Start Date for this Principal: 1/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	45%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: A (62%) 2017-18: B (60%) 2016-17: B (58%) 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## **Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>8</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>23</b>
<b>Budget to Support Goals</b>	<b>25</b>

# Wedgefield School

3835 BANCROFT BLVD, Orlando, FL 32833

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School PK-8</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>45%</p>
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<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>43%</p>
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## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	A	B	B

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## SIP Authority

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

To be the top producer of successful students in the nation

### School Leadership Team

**Membership**

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



Name	Title	Job Duties and Responsibilities
Stevens, Natalie	Principal	Mrs. Stevens is responsible for coaching and observing teachers, completing teacher evaluations and providing actionable feedback using the Marzano instructional framework, facilitating effective PLCs across all grade levels and content areas, planning and leading professional development and staff meetings, encouraging and recognizing students' achievements in academics and behavior, working in conjunction with the instructional coaches to oversee the implementation of Tier I, Tier II and Tier III instruction and intervention, and facilitates effective data meetings across all content areas.
Booth, Nicole	Assistant Principal	Mrs. Booth works alongside Mrs. Stevens (principal) and is responsible for coaching and observing teachers, completing teacher evaluations and providing actionable feedback using the Marzano instructional framework, facilitating effective PLCs across all grade levels and content areas, planning and leading professional development and staff meetings, encouraging and recognizing students' achievements in academics and behavior, working in conjunction with the instructional coaches to oversee the implementation of Tier I, Tier II and Tier III instruction and intervention, and facilitates effective data meetings across all content areas.
Gefter, Audra	Guidance Counselor	Ms. Gefter supports all students' academic, emotional and life needs. She will teach character education, child safety matters, college and career readiness, and supports behavior interventions. Ms. Gefter is the school's SAFE coordinator, threat assessment/mental health designee, and is the Kognito representative for the school.
Blackwell, Robin	Teacher, ESE	Mrs. Blackwell (Staffing Specialist) will support our students (and their families) who have an IEP, 504 Plan, Gifted Education Plan, or identified as ESOL/ELL. She will support the MTSS process and help students get all the support they may need. Mrs. Blackwell conducts parent meetings to ensure compliance with all laws governing ESE and 504 students, and provides support for teachers to ensure that students are given the appropriate accommodations to help student achievement.
Lewis, Shelton	Dean	Mr. Lewis will be working in PLCs, PD's, staff meetings, and data meetings to share discipline data and to support teachers in the area of academics and behavior support. He will help coach teachers who need support with classroom management, behavior interventions, and the MTSS process for Tier II and III interventions.

Name	Title	Job Duties and Responsibilities
Farrow, Deadra	Instructional Coach	<p>Ms. Maeso conducts daily classroom visits in all grades for teacher feedback and support, works with the K-8 PLCs to implement effective Tier I core instruction, works with teachers to implement appropriate Tier II and Tier III interventions and progress monitoring in grades K-8 based on student data. Ms. Maeso is also the testing coordinator. She monitors that all state and district assessments are completed on time and data is disseminated to teachers appropriately and analyzes data to direct students toward appropriate interventions for improvement. She works with the instructional coach to provide professional development to teachers in ELA and Math strategies. Ms. Maeso is also responsible for managing and facilitating the new teacher/mentor program in an effort to support and retain effective teachers.</p>
Drinkwater, Emily	Instructional Coach	<p>Mrs. Drinkwater conducts daily classroom visits in all grades for teacher feedback and support, works with the K-8 PLCs to implement effective Tier I core instruction, works with teachers to implement appropriate Tier II and Tier III interventions and progress monitoring in grades K-8 based on student data. Mrs. Drinkwater oversees i-Ready data for both ELA and Math to facilitate effective data meetings with teachers to ensure data driven decisions are being made and to assist with standards based instruction and lesson implementation. Mrs. Drinkwater also works with Ms. Maeso (Instructional Coach/CRT) to plan and facilitate professional development for teachers.</p>
Stodolak, Cindy	Guidance Counselor	<p>Ms. Stodolak supports all students' academic, emotional and life needs. She will teach character education, child safety matters, college and career readiness, and supports behavior interventions</p>

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	85	92	101	94	99	106	108	109	98	0	0	0	0	892
Attendance below 90 percent	12	11	18	8	6	12	9	11	26	0	0	0	0	113
One or more suspensions	0	0	2	1	1	1	6	16	11	0	0	0	0	38
Course failure in ELA or Math	4	9	13	15	2	8	26	32	41	0	0	0	0	150
Level 1 on statewide assessment	0	0	0	8	8	23	28	24	19	0	0	0	0	110

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total		
	K	1	2	3	4	5	6	7	8	9	10	11	12			
Students with two or more indicators			1	1	5	12	3	9	23	20	29	0	0	0	0	103

**The number of students identified as retainees:**

Indicator	Grade Level													Total		
	K	1	2	3	4	5	6	7	8	9	10	11	12			
Retained Students: Current Year			0	0	0	1	0	0	0	1	0	0	0	0	0	2
Students retained two or more times			0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

45

**Date this data was collected or last updated**

Tuesday 7/16/2019

**Prior Year - As Reported**

**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	13	18	8	12	19	11	12	21	17	0	0	0	0	131
One or more suspensions	0	1	1	2	2	11	8	10	6	0	0	0	0	41
Course failure in ELA or Math	6	11	2	10	16	9	11	13	18	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	16	24	24	29	18	24	0	0	0	0	135

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	4	2	9	13	11	11	16	12	0	0	0	0	79

**Prior Year - Updated**

**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	13	18	8	12	19	11	12	21	17	0	0	0	0	131
One or more suspensions	0	1	1	2	2	11	8	10	6	0	0	0	0	41
Course failure in ELA or Math	6	11	2	10	16	9	11	13	18	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	16	24	24	29	18	24	0	0	0	0	135

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	4	2	9	13	11	11	16	12	0	0	0	0	79

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	62%	61%	66%	67%	57%
ELA Learning Gains	52%	60%	59%	56%	62%	57%
ELA Lowest 25th Percentile	42%	55%	54%	42%	53%	51%
Math Achievement	64%	61%	62%	66%	62%	58%
Math Learning Gains	61%	60%	59%	49%	59%	56%
Math Lowest 25th Percentile	48%	54%	52%	34%	52%	50%
Science Achievement	62%	56%	56%	53%	55%	53%
Social Studies Achievement	79%	74%	78%	75%	81%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	85 (0)	92 (0)	101 (0)	94 (0)	99 (0)	106 (0)	108 (0)	109 (0)	98 (0)	892 (0)
Attendance below 90 percent	12 (13)	11 (18)	18 (8)	8 (12)	6 (19)	12 (11)	9 (12)	11 (21)	26 (17)	113 (131)
One or more suspensions	0 (0)	0 (1)	2 (1)	1 (2)	1 (2)	1 (11)	6 (8)	16 (10)	11 (6)	38 (41)
Course failure in ELA or Math	4 (6)	9 (11)	13 (2)	15 (10)	2 (16)	8 (9)	26 (11)	32 (13)	41 (18)	150 (96)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (16)	8 (24)	23 (24)	28 (29)	24 (18)	19 (24)	110 (135)

#### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	55%	20%	58%	17%
	2018	74%	55%	19%	57%	17%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	64%	57%	7%	58%	6%
	2018	61%	54%	7%	56%	5%
Same Grade Comparison		3%				
Cohort Comparison		-10%				
05	2019	64%	54%	10%	56%	8%
	2018	61%	55%	6%	55%	6%
Same Grade Comparison		3%				
Cohort Comparison		3%				
06	2019	60%	52%	8%	54%	6%
	2018	59%	48%	11%	52%	7%
Same Grade Comparison		1%				
Cohort Comparison		-1%				
07	2019	59%	48%	11%	52%	7%
	2018	63%	48%	15%	51%	12%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
08	2019	59%	54%	5%	56%	3%
	2018	67%	55%	12%	58%	9%
Same Grade Comparison		-8%				
Cohort Comparison		-4%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	69%	62%	7%	62%	7%
	2018	72%	61%	11%	62%	10%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	63%	63%	0%	64%	-1%
	2018	62%	62%	0%	62%	0%
Same Grade Comparison		1%				
Cohort Comparison		-9%				
05	2019	50%	57%	-7%	60%	-10%
	2018	59%	59%	0%	61%	-2%
Same Grade Comparison		-9%				
Cohort Comparison		-12%				
06	2019	36%	43%	-7%	55%	-19%
	2018	25%	35%	-10%	52%	-27%
Same Grade Comparison		11%				
Cohort Comparison		-23%				
07	2019	63%	49%	14%	54%	9%
	2018	71%	51%	20%	54%	17%
Same Grade Comparison		-8%				
Cohort Comparison		38%				
08	2019	59%	36%	23%	46%	13%
	2018	50%	32%	18%	45%	5%
Same Grade Comparison		9%				
Cohort Comparison		-12%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	64%	54%	10%	53%	11%
	2018	55%	53%	2%	55%	0%
Same Grade Comparison		9%				
Cohort Comparison						
08	2019	57%	49%	8%	48%	9%
	2018	47%	49%	-2%	50%	-3%
Same Grade Comparison		10%				
Cohort Comparison		2%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	80%	66%	14%	71%	9%
2018	74%	66%	8%	71%	3%
Compare		6%			
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	100%	63%	37%	61%	39%
2018	84%	61%	23%	62%	22%
Compare		16%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	94%	53%	41%	57%	37%
2018	79%	65%	14%	56%	23%
Compare		15%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	11	35	35	27	43	42	10	23			
ELL	35	44	53	36	52	38	40				
ASN	77	73		69	91						
BLK	68	45	50	63	64	36	71	69	92		
HSP	52	48	43	56	56	42	49	59	81		
MUL	50	57		69	50						
WHT	68	54	43	67	62	52	65	85	90		
FRL	52	48	46	54	56	41	52	71	88		
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	21	39	43	29	55	50	23	43	36		
ELL	32	53	60	29	53	60					
ASN	64	64		64	64						
BLK	65	50	67	66	54	53	50	91	88		
HSP	59	57	50	53	58	51	42	71	59		
MUL	47	50		60	50						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	68	57	44	68	60	49	57	75	76		
FRL	54	51	43	56	57	51	40	67	74		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	38	38	32	36	34	6	53			
ELL	41	47	55	41	26						
ASN	77	58		92	83						
BLK	65	57	50	63	50	39	50	100	70		
HSP	61	65	62	52	38	28	34	68	71		
WHT	68	52	30	72	51	35	59	72	90		
FRL	57	52	40	55	40	27	42	57	77		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	628
Total Components for the Federal Index	10
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

**English Language Learners**

Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0



<b>Asian Students</b>	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students	
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that showed the lowest performance was our ELA learning gains for students in the bottom 25% and the math learning gains for students in the bottom 25%. FSA data indicates that 42% of students in the lowest 25% earned a learning gain in ELA and 48% of students in the lowest 25% in math earned a learning gain. Contributing factors include: lack of targeted and standards based instruction for students in the bottom quartile during both small group instruction and the FBS block. To address these two components, teachers and leadership team members will collaborate during weekly PLCs to disaggregate both summative and formative assessment data to plan for standards-based reteach lessons during small group instruction and the FBS block. Learning gains for students in the bottom quartile has historically been the lowest data component for Wedgefield school.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline from the prior year is the ELA learning gains for the students in the bottom 25%. 2019 FSA data indicates that 42% of students in the bottom 25% earned a learning gain in ELA compared to 48% in the previous year. Contributing factors include: lack of targeted and standards-based instruction for students in the bottom quartile during both small group instruction and the FBS block. To address these two components, teachers and leadership team members will collaborate during weekly PLCs to disaggregate both summative and formative assessment data to plan for standards-based reteach lessons during small group instruction and the FBS block.

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Wedgefield's data component that had the greatest gap when compared to the state average is the ELA learning gains for the students in the bottom 25%. Wedgefield had 42% of students in the bottom quartile demonstrate a learning gain in ELA compared to the state's average of 50%. Contributing factors include: lack of targeted and standards-based instruction for students in the bottom quartile during both small group instruction and the FBS block. To address these two components, teachers and leadership team members will collaborate during weekly PLCs to disaggregate both summative and formative assessment data to plan for standards-based reteach lessons during small group instruction and the FBS block. Learning gains for students in the bottom quartile has historically been the lowest data component for Wedgefield

**Which data component showed the most improvement? What new actions did your school take in this area?**

Science proficiency increased from 51% the prior school year to 62% for the 2018-2019 school year. Algebra also increased from 84% to 100% and Geometry increased from 79% to 94%. Standards based instruction, data-driven instructional decisions and targeted re-teach and areas of focus contributed to the improvement in the data components.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Based on EWS data, areas of concern are course failure and students who score a level 1. These areas are of concern because they directly relate to student achievement. The amount of students demonstrating standards mastery will directly relate to students' course scores and statewide assessment scores.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. ELA learning gains for students in the bottom quartile
2. Math learning gains for students in the bottom quartile
3. Learning gains for Students with Disabilities

**Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	ELA learning gains for students in the bottom quartile
<b>Rationale</b>	ELA learning gains for the lowest 25% decreased from 48% the prior year to 42% for the 2018-2019 school year. Focusing on ELA learning gains for students in the bottom quartile will help narrow achievement gaps and help accelerate student performance.
<b>State the measureable outcome the school plans to achieve</b>	ELA learning gains for students in the bottom quartile will increase from 42% to 65%.
<b>Person responsible for monitoring outcome</b>	Natalie Stevens (natalie.stevens@ocps.net)
<b>Evidence-based Strategy</b>	<p>To help increase ELA learning gains, Wedgefield will be utilizing several high yield strategies. First, weekly PLCs will be implemented to build systems to analyze data, implement instructional practices, and make necessary adjustments to improve student outcomes. Students will be provided scaffolded supports while teachers are implementing flexible grouping to help students process new content, examine their reasoning and revise their knowledge.</p> <p>During weekly PLCs teachers will study their practice to improve student learning and enhance their instructional decision making based on individual student data and content standards. Once data is disaggregated teachers will be able to determine students not demonstrating mastery (as well as those students in the bottom quartile) to then create appropriate levels of scaffolded support during (flexible) small group instruction. During instruction students will be engaged in processing content to generate conclusions through collaborative interactions with other students and will be required to examine their reasoning and revise their knowledge. Teachers will work with students in the bottom quartile and students with disabilities using small groups during both the reading block and FBS block. Teachers will offer systematic, explicit and well- paced instruction to increase student understanding of the content, as well as the number of students earning a learning gain.</p>
<b>Rationale for Evidence-based Strategy</b>	

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Meet weekly during PLCs to disaggregate student data, target students in need of re-teach and plan for standards-based whole group, small group and FBS instruction.</li> <li>2. Coaches and administration will conduct weekly walkthroughs to monitor instruction and high yield strategies including DPLC best practices. Based on walkthrough observations, teachers will be given actionable feedback through the iObservation coaching tool.</li> <li>3. Based on walkthrough data, offer differentiated professional development in the areas of data disaggregation, student engagement (Kagan), small group instruction and effective monitoring of student understanding.</li> <li>4. Meet monthly with both teachers and ESE resource teachers to track and monitor students in the bottom quartile and students with disabilities.</li> </ol>
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5. ESE support facilitator will work with students weekly (based on individual education plans) offer additional standard-based ELA scaffolded support.
6. Instructional coaches will begin coaching cycle as needed and will offer continuous actionable feedback.
7. Students with disabilities and students in the bottom quartile will be offered weekly after school tutoring.

**Person  
Responsible**

Emily Drinkwater (28871@ocps.net)

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<b>#2</b>	
<b>Title</b>	Math learning gains for students in the bottom quartile
<b>Rationale</b>	Math learning gains increased from 58% the previous year to 61%, however, the math learning gains for students in the bottom 25% decreased from 50% the previous year to 48%. While the overall math learning gains increased, there were gaps within learning gains for 4th grade and 5th grade math. Focusing on this area will help narrow the achievement gap and accelerate student achievement.

<b>State the measureable outcome the school plans to achieve</b>	Math learning gains and learning gains for students in the bottom 25% will increase to 65%.
<b>Person responsible for monitoring outcome</b>	Nicole Booth (nicole.herber@ocps.net)
<b>Evidence-based Strategy</b>	To increase the learning gains in math teachers will utilize weekly PLCs to build systems to analyze data, instructional practices, and make necessary adjustments to improve student outcomes. Students will be provided scaffolded supports while teachers are implementing flexible grouping to help students process new content and practice and deepen their knowledge. Analyzing student data allows teachers to target students not demonstrating mastery with the content and identify students in the bottom quartile, so that they can provide the needed scaffolds and adjust their instruction accordingly. The flexible grouping of students ensures that targeted students (bottom quartile and students with disabilities) are receiving the systematic, explicit and well-paced instruction based on their need. While in small groups, students will use conative skills necessary for understanding and collaboration with their peers will allow students to extend their learning by enhancing procedural skills and deepening their knowledge of the math content.
<b>Rationale for Evidence-based Strategy</b>	

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Meet weekly during PLCs to disaggregate student data, target students in need of re-teach and plan for standards based whole group and small group instruction.</li> <li>2. Coaches and administration will conduct weekly walkthroughs to monitor instruction and high yield strategies. Teachers will be given actionable feedback based on walkthrough observations using the iObservation coaching tool.</li> <li>3. Based on walkthrough data, offer differentiated professional development in the areas of data disaggregation, student engagement (Kagan), small group instruction and effective monitoring of student understanding.</li> <li>4. Meet monthly with teachers to track and monitor students in the bottom quartile and students with disabilities.</li> <li>5. Instructional coaches will begin coaching cycle as needed and offer continuous actionable feedback as needed.</li> <li>6. Students with disabilities and students in the bottom quartile will be offered weekly after school tutoring.</li> </ol>
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**Person Responsible** Emily Drinkwater (28871@ocps.net)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

To address the remaining schoolwide improvement priorities, Wedgefield has hired a new ESE teacher to work with students with disabilities during small group targeted instruction. The intended outcome is for the ESSA data for students with disabilities is to increase from 28% to 41%. Wedgefield has also created a culturally responsive plan with the goal of narrowing the achievement gap observed among students from diverse backgrounds. Latinos in Action is included in the plan and allows our middle school students to have leadership experiences by working with our elementary school students on a weekly basis with reading skills and comprehension. The Calculus Project is also part of the school's culturally responsive plan and is an initiative to increase the number of students who enroll in and successfully complete AP Calculus. Selected students are grouped into a cohort and begin their journey with the Calculus Project the summer before entering 7th grade in preparation for Algebra 1 Honors. The program offers continued support and monitoring as they matriculate through AP Calculus. The Calculus Project strengthens the relationships of the three groups of stakeholders vital to closing the achievement gap in mathematics: students, parents, and teachers.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Since the inception of Wedgefield School, the community has played an active role in creating an engaging learning environment for their children. 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, the Wedgefield School Facebook page 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 Skyward, phone calls, emails, notes in planners, Canvas learning platform, and parent/teacher conferences. At the beginning of the year families are invited to both Meet the Teacher and Open House in an effort to build positive teacher-parent relationships. Throughout the year Wedgefield holds monthly SAC and PTSA meetings to build positive relationships with all stakeholders in an effort help support and fulfill the school's mission and support the needs of Students. Wedgefield also has over thirty active partners in education who also support the school's mission and needs of students. The school also hosts a school carnival, a multicultural

night, two family dance nights and two family skate nights in an effort to build and maintain positive relationships with students, families and community members.

### **PFEP Link**

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

### **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.**

To ensure the social-emotional needs of all students are being met, Wedgefield has two school counselors, a safe coordinator and a part-time school psychologist. The counselors conduct weekly lessons using the Child Safety Matters program. Teachers and parents can also refer a student for individual counseling, small group, or outside counseling. Wedgefield is in the second year of Latinos in Action which allows students to participate in peer tutoring/counseling.

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

Wedgefield offers two pre-school classes in an effort to help children get prepared for kindergarten. A kindergarten round-up day is open to all pre-school children. This day provides an opportunity for children and parents to visit kindergarten classrooms. It also provides an opportunity for parents to ask questions to the principal and teachers. The kindergarten teachers also host a kindergarten night where parents can come in and ask questions and become familiar with school-wide procedures and expectations prior to the first day of school. Wedgefield also host a transition camp for all incoming 6th grade students. The transition camp allows students to come in the summer before their 6th grade year and pick up their schedule, take a guided tour with middle school teachers and attend breakout sessions focusing on digital curriculum and navigating the Canvas platform.

### **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.**

Wedgefield has a school-based MTSS Leadership Team. This team consists of the Principal, Assistant Principal, Classroom Teacher, ESE Resource Teacher, Staffing Specialist, Guidance Counselor, and School Psychologist. The team meets once a month and as needed to engage in the following activities: review universal screening data and link it to instructional decisions; and review progress monitoring data at the grade and classroom levels to identify students who are meeting/exceeding standards-based benchmarks and to identify those students who are at moderate risk or at high risk for not meeting standards-based benchmarks. Based on the above information, the team will identify professional development and assign resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation school-wide. Title II Funds will be used to increase teacher capacity during monthly



professional development meetings. Teachers at Wedgefield will be able to participate in professional development in the areas of student engagement (Kagan), high yield instructional best practices and differentiated professional development based on teacher observation data and areas of need. The purpose of the professional development is to provide teachers with tools needed to increase student achievement and engagement. Supplemental Academic Instruction (SAI) funds will be used to purchase supplemental reading intervention materials including LAFS and MAFS materials.

**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 continue to advance college and career awareness through a multitude of programs like Naviance, Teach-In, College Friday’s, Agriscience, ICTS, DIT and Project Lead the Way (PLTW). College days will be used to increase K-8 student awareness and attentiveness of college and university programs. Naviance will be used specifically with the middle school students to build their knowledge of potential careers making connections to local and national college and universities. Through a partnership with Valencia Community college, underperforming 8th grade students will be able to tour a college campus and hear about opportunities through their counselors’. Lockheed Martin and Voya financial are making connections through PLTW courses and Teach-In as well. Through our Teach-In program community members and business partners will be invited to share their occupations with students from Pre-K – 8th grade.

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: ELA learning gains for students in the bottom quartile</b>				<b>\$16,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000		1861 - Wedgefield School	General Fund		\$4,000.00
			<i>Notes: Teachers will receive a full day of Kagan Training to increase student engagement and collaboration.</i>			
	0000		1861 - Wedgefield School	General Fund		\$12,000.00
			<i>Notes: After school tutoring- materials and salaries.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Math learning gains for students in the bottom quartile</b>				<b>\$21,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	120-Classroom Teachers	1861 - Wedgefield School	General Fund		\$4,000.00
			<i>Notes: Teachers will receive a full day of Kagan Training to increase student engagement and collaboration.</i>			
	0000	140-Substitute Teachers	1861 - Wedgefield School	General Fund		\$5,000.00
			<i>Notes: Substitute teachers will be provided while teachers collaborate and work in instructional coaches to disaggregate data and plan for instruction.</i>			
			1861 - Wedgefield School	General Fund		\$12,000.00
			<i>Notes: After School tutoring- materials and salaries</i>			
					<b>Total:</b>	<b>\$37,000.00</b>