



---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>23</b>
<b>Budget to Support Goals</b>	<b>24</b>

# Wedgefield School

3835 BANCROFT BLVD, Orlando, FL 32833

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

## Demographics

**Principal: Natalie Stevens**

Start Date for this Principal: 4/24/2017

<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.

## Part I: School Information

### School Mission and Vision

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

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

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

To ensure every student has a promising and successful future

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Stevens, Natalie	Principal	School-Based Budget, Supervision of Progress Monitoring, Teacher and Staff Observations and Evaluations, Oversees School-Wide Data Reporting and Monitoring, Oversees MTSS Data and Tracking, Oversees DPLC PD and Professional Learning Communities, Parent Engagement/Involvement, Student/Staff Morale, Teacher Retention, Community Liaison
Booth, Nicole	Assistant Principal	Teacher and Staff Observations and Evaluations, Oversees Digital and Property Inventory, Facilities, Safety and Emergency Management Coordinator, Leads Professional Learning Communities, Oversees ESE Department, School-Wide Data Tracking and Monitoring, Parent/Staff Engagement, Supports DPLC Initiatives, Master Schedule/FTE
Gefter, Audra	Guidance Counselor	Supports Students' Academic, Emotional, and Life Needs, SAFE Coordinator, Child Safety Matters Instructor, Character Lab Monitor, Promotes/Coordinates College and Career Readiness, Threat Assessment/Mental Health Designee, Facilitates Social Skills Small Groups, Kognito Representative, Green School Representative
Blackwell, Robin	Teacher, ESE	Staffing Specialist- ESE/504 Coordinator, Compliance, MTSS Tracking, 504s, IEP's, Parent Meetings, ESE/ESOL Testing Liaison, ESOL Compliance, Behavior Support and Tracking
Lewis, Shelton	Dean	Behavior Support, Behavior Data and Tracking, Behavior PD, Classroom Management Mentor, Behavior MTSS, Student Morale/Engagement, Parent Meetings, Community Liaison
Maeso, Maribel	Instructional Coach	CRT- FSA, CFE, PMA, iReady, WIDA Testing Coordinator, Field Trip Coordinator, Oversees Master Calendar and Rocket Express Weekly Newsletter, Data and Progress Monitoring, After School Tutoring Coordinator, Digital Curriculum PD Lead, MTSS Tier 2 and 3 Support
Palmbach, Sarah	Instructional Coach	Reading/Math Coach, Professional Learning Committee Meeting Facilitator, DPLC PD, MTSS Tier 2 and 3 Data Tracking and Support, School-Wide Data/Progress Monitoring, Classroom Coaching Observations, New Teacher Mentor Program,
Shanafelt, Lesley	Other	Media Specialist- Digital Lead, Textbook Inventory, Textbook Manager, Battle of the Books, DCTL Committee Lead

**Demographic Information**

**Principal start date**

Monday 4/24/2017, Natalie Stevens

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Total number of teacher positions allocated to the school**

60

**Demographic Data**

<b>2020-21 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, <a href="#">click here</a> .	

**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	42	101	93	114	112	102	109	112	104	0	0	0	0	889
Attendance below 90 percent	10	8	17	16	18	12	12	4	2	0	0	0	0	99
One or more suspensions	0	0	0	1	5	1	2	6	8	0	0	0	0	23
Course failure in ELA	0	0	0	11	13	1	1	8	27	0	0	0	0	61
Course failure in Math	0	0	0	5	14	1	12	4	5	0	0	0	0	41
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	6	17	15	14	0	0	0	0	56
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	15	22	26	14	0	0	0	0	79

**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				0	0	0	8	12	8	17	16	19	0	0	0	0	80

**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				1	0	0	2	0	2	0	0	0	0	0	0	0	5
Students retained two or more times				0	0	0	0	0	0	0	0	0	0	0	0	0	



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

Wednesday 7/8/2020

**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	
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	0

**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	
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	0

**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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

#### Grade Level Data

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

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%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%

<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>
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						
WHT	68	57	44	68	60	49	57	75	76		
FRL	54	51	43	56	57	51	40	67	74		
<b>2017 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 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	24	38	38	32	36	34	6	53			

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
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

**Asian Students**

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
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 Math learning gains and Math learning gains for students in the bottom 25%. Based on 2019-2020 iReady middle of the year (MOY) diagnostic data, 32% of students were projected to make a learning gain in Math. In addition, 34% of students in the bottom 25% were predicted to make a learning gain in Math. These data points reveal that we were not on the trajectory to achieve our 2019-2020 SIP goal of 65%. Contributing factors include: inconsistent transfer of best practices for differentiation and small group instruction, lack of targeted Math intervention outside of the Math block, and inconsistent student progress monitoring. The trends for Math have been inconsistent across proficiency, learning gains, and lowest 25%.

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

Based on 2019-2020 school-wide data, Math learning gains showed the greatest decline from the previous year. Middle of the year iReady Diagnostic data predicted that 32% of students would make a learning gain in Math compared to 62% the previous year. These data points reveal that we were not on the trajectory to achieve our 2019-2020 SIP goal of 65%. Contributing factors include: inconsistent transfer of best practices for differentiation and small group instruction, lack of targeted Math intervention outside of the Math block, and inconsistent student progress monitoring.

**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.**

The data component that had the greatest gaps were Math learning gains. There was a 27% gap between the state data and our 2019-2020 school-wide iReady middle of the year diagnostic assessment data. Contributing factors include: inconsistent transfer of best practices for differentiation and small group instruction, lack of targeted Math intervention outside of the Math block, and inconsistent student progress monitoring.

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

ELA learning gains for students in the bottom 25% increased from 42% in 2018-2019 FSA to 47% in 2019-2020 school-wide iReady middle of the year diagnostic assessment data. New actions of providing scaffolded supports, close reading strategies, and teachers implementing flexible grouping helped students process new content, examine their reasoning and revise their knowledge. This led to an overall improvement in the amount of students in the bottom 25% projected to make a learning gain in ELA.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Based on EWS data, areas of concern are attendance below 90% and students who score a level 1 on ELA and Math state assessments. The amount of students demonstrating standards mastery will directly relate to student achievement.



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

1. Math proficiency and Math learning gains
2. ELA proficiency
3. Middle school acceleration
4. ESSA SWD
- 5.

## **Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**

Based on 2019-2020 IReady MOY diagnostic data, 32% of students were projected to make a learning gain in Math and 34% of students in the bottom 25% were predicted to make a learning gain in Math. These data points reveal that we were not on the trajectory to achieve our 2019-2020 SIP goal of 65%. Contributing factors include: inconsistent transfer of best practices for differentiation and small group instruction, lack of targeted Math intervention outside of the Math block, and inconsistent student progress monitoring. The trends for Math have been inconsistent across proficiency, learning gains, and lowest 25%.

**Measureable Outcome:**

Math proficiency will increase from 46% predicted proficiency on the MOY iReady diagnostic to 65% on the Florida State Assessment. Math learning gains will also increase from 32% (based on the MOY iReady diagnostic) to 62% on the 2020-2021 Florida State Assessment.

**Person responsible for monitoring outcome:**

Nicole Booth (nicole.herber@ocps.net)

**Evidence-based Strategy:**

To help increase Math proficiency and 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. Teachers will be utilizing an item analysis to determine gaps and deficits based upon standards and have data driven discussions within PLCs. Administration will analyze instructional practices by providing coaching cycles for identified teachers with consistent monitoring and feedback. 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.

**Rationale for Evidence-based Strategy:**

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 needs. 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.

**Action Steps to Implement**

1. Meet weekly during PLCs to disaggregate student data, target students in need of re-teaching and plan for standards based whole group and small group instruction.
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.
3. Based on walkthrough data, differentiated professional development will be offered in the areas of data disaggregation, student engagement (Kagan), small group instruction and effective monitoring of student understanding.
4. Meet monthly with teachers to track and monitor students in the bottom quartile and

students with disabilities.

5. Instructional coaches will begin coaching cycle as needed and offer continuous actionable feedback as needed.

6. Students with disabilities and students in the bottom quartile will be offered weekly after school tutoring.

**Person Responsible** Nicole Booth (nicole.herber@ocps.net)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** While learning gains in Reading increased from 2018-2019 FSA results of 52% to 53% on the 2019-2020 MOY iReady diagnostic assessments and learning gains for students in the bottom quartile increased from 2018-2019 FSA results of 43% to 47% on the 2019-2020 MOY iReady diagnostic assessments, the overall reading proficiency was only predicted to be at 57% based on 2019-2020 MOY iReady diagnostic assessment data. Based on the data, Wedgefield was not on trajectory to meet the 2019-2020 SIP goal of 65% proficiency.

**Measureable Outcome:** Wedgefield ELA proficiency will increase from MOY iReady data indicating 57% proficiency to 65% on the 2020-2021 Florida State Assessment.

**Person responsible for monitoring outcome:** Natalie Stevens (natalie.stevens@ocps.net)

**Evidence-based Strategy:** To help increase ELA proficiency, 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. Teachers will be utilizing an item analysis to determine gaps and deficits based upon standards, have data driven discussions within PLCs. Administration will analyze instructional practices by providing coaching cycles for identified teachers with consistent monitoring and feedback. Students will be provided scaffolded supports while teachers are implementing flexible grouping to help students utilize close reading strategies, process new content, examine their reasoning and revise their knowledge.

**Rationale for Evidence-based Strategy:** 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 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 (SWD) 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.

**Action Steps to Implement**

1. Meet weekly during PLCs to disaggregate student data, target students in need of re-teaching and plan for standards-based instruction.
2. Coaches and administration will conduct weekly walkthroughs to monitor instruction and high yield strategies including DPLC best practices. Teachers will be given actionable feedback through the iObservation coaching tool.
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.
4. Meet monthly with both teachers and ESE resource teachers to track and monitor students in the bottom quartile and students with disabilities.

5. ESE support facilitator will work with students daily/weekly to 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** Sarah Palmbach (101800@ocps.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Wedgefield will build and establish a culture for social and emotional learning (SEL) at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By ensuring that our school has a culture for social and emotional learning, we will adjust the following school needs: number of students with attendance below 90% and the number of students who score a level 1 on state assessments in ELA or Math.

**Measureable Outcome:** The number of students with attendance below 90% will decrease by 20% based on 2020-2019 Early Warning Indicators, and the number of students who score a level 1 on 2020-2021 state assessments in ELA or Math will decrease by 20%.

**Person responsible for monitoring outcome:** Natalie Stevens (natalie.stevens@ocps.net)

**Evidence-based Strategy:** Wedgefield will utilize distributive leadership and several evidence-based approaches to promote social emotional learning leading to a positive school climate and culture. Wedgefield will implement the following approaches to promote social emotional learning: provide step-by-step instructions to teach students' social and emotional competencies, use general teaching practices to create classroom and schoolwide conditions that facilitate and support social and emotional development in students, integrate skill instruction or practices that support SEL within the context of an academic curriculum and provide school teachers and leaders with guidance on how to facilitate SEL as a schoolwide initiative. The identification of these four approaches and types of strategies that support each one should help school leaders and teachers develop a comprehensive plan for developing students' social and emotional competencies.

**Rationale for Evidence-based Strategy:** The utilization of these evidence-based approaches and the types of strategies that support each approach will help Wedgefield school leaders and teachers develop a comprehensive plan to foster social and emotional learning while creating a positive classroom and school climate and culture. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

**Action Steps to Implement**

1. Selected staff members will participate in Social Emotional Learning and Leadership (SELL) district initiatives to determine relevant strategies to strengthen team dynamics and collaboration across our school.
2. The SELL team will offer continuous professional learning for social emotional learning strategies to all staff members.
3. Our SELL team will collect and analyze school climate and needs assessment data to determine how social and emotional learning impacts the students' learning with a focus on student attendance and ELA/Math course completion.
4. Our SELL team will monitor the implementation of strategies for social and emotional learning with adults and students to positively impact school climate, culture, and student achievement.

**Additional Information:** This strategy is aligned with the Florida Department of Education's Social Emotional Learning standards and the school's mission statement.

**Notes:** This strategy is a key component of the school's social and emotional learning plan and will be implemented throughout the school year.

**Next Steps:** The SELL team will meet regularly to monitor progress and adjust strategies as needed.

**Review Date:** This strategy will be reviewed at the end of the school year.

**Responsible Party:** The SELL team and school leadership.

**Support Needed:** Professional development and resources for the SELL team.

**Impact:** Improved social and emotional learning outcomes for all students.

**Success Indicators:** Increased student attendance and improved scores on state assessments in ELA and Math.

**Timeline:** This strategy will be implemented throughout the school year.

**Resources:** Social Emotional Learning standards, school climate assessment data, and professional development resources.

**Monitoring:** The SELL team will monitor progress and adjust strategies as needed.

**Reporting:** The SELL team will report progress to school leadership.

**Communication:** The SELL team will communicate progress to all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Partnerships:** The SELL team will partner with community organizations.

**Stakeholder Input:** The SELL team will seek input from all stakeholders.

**Feedback:** The SELL team will collect feedback from all stakeholders.

**Continuous Improvement:** The SELL team will use feedback to improve the strategy.

**Transparency:** The SELL team will be transparent about progress and challenges.

**Accountability:** The SELL team will be accountable for results.

**Ownership:** The SELL team will own the strategy.

**Empowerment:** The SELL team will empower all staff members.

**Engagement:** The SELL team will engage all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.

**Participation:** The SELL team will encourage participation from all staff members.

**Collaboration:** The SELL team will foster collaboration among all staff members.

**Teamwork:** The SELL team will work as a team.

**Support:** The SELL team will support all staff members.

**Resources:** The SELL team will provide resources to all staff members.

**Information:** The SELL team will provide information to all staff members.

**Communication:** The SELL team will communicate with all staff members.

**Collaboration:** The SELL team will collaborate with all staff members.</

**Person Responsible** Audra Gefter (audra.gefter@ocps.net)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**To address the remaining schoolwide improvement priorities, Wedgefield has two ESE teachers 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 (LIA) 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. To address middle school acceleration, Wedgefield will be accelerating an additional 22 students into 7th grade Math courses. Students who are accelerated will be scheduled into a double block course and will receive after school tutoring to ensure student success with coursework.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In order to establish a positive school culture and climate, we engage in ongoing, district-wide professional learning on leveraging social and emotional learning, as well as, leadership for student success. Through a distributive leadership model, we use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise

in all students. Through this professional learning, we will use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from Wedgefield, which includes a mental health designee, will attend this district -wide professional learning throughout the year. The core team will work with a broader school team and will be charged with personalizing and implementing professional learning for our stakeholders, through processes such as the School Advisory Council (SAC), to reflect on implementation and determine next steps. Development of our positive culture and environment will further be enhanced through participation in district programs such as the Parent Academy.

**Parent Family and Engagement Plan (PFEP) Link**

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

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$19,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	140-Substitute Teachers	1861 - Wedgefield School	General Fund		\$3,500.00
			<i>Notes: Substitute teachers will be provided while teachers collaborate and work with instructional coaches and administration to disaggregate data and plan for future instruction. Teachers will receive a planning day with the area of focus being math instruction.</i>			
	0000	239-Other	1861 - Wedgefield School	General Fund		\$12,000.00
			<i>Notes: After school tutoring: Materials and salaries</i>			
	0000	239-Other	1861 - Wedgefield School	General Fund		\$3,500.00
			<i>Notes: Teachers will receive a full day of Kagan training to increase student achievement, engagement, and collaboration.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$19,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	140-Substitute Teachers	1861 - Wedgefield School	General Fund		\$3,500.00
			<i>Notes: Substitute teachers will be provided while teachers collaborate and work with instructional coaches and administration to disaggregate data and plan for future instruction. Teachers will receive a planning day with the area of focus being ELA instruction.</i>			
	0000	239-Other	1861 - Wedgefield School	General Fund		\$12,000.00
			<i>Notes: After school tutoring: materials and salaries</i>			
	0000	239-Other	1861 - Wedgefield School	General Fund		\$3,500.00
			<i>Notes: Teachers will receive a full day of Kagan training to increase student achievement, engagement, and collaboration.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$6,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	510-Supplies	1861 - Wedgefield School	General Fund		\$1,500.00



Orange - 1861 - Wedgefield School - 2020-21 SIP

			<i>Notes: The school will be participating in a book study focusing on Social and Emotional Learning. The book study will be used to create a positive school environment and culture.</i>		
0000	239-Other	1861 - Wedgefield School	General Fund		\$5,000.00
			<i>Notes: Class Craft will be purchased to promote and support student social emotional learning, improve school climate, increase attendance rates, and increase student achievement.</i>		
<b>Total:</b>					<b>\$44,500.00</b>