

Orange County Public Schools

Wedgfield School



2017-18 School Improvement Plan

Wedgefield School

3835 BANCROFT BLVD, Orlando, FL 32833

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2017-18 Title I School</p> <p>No</p>	<p>2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>48%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2017-18 Minority Rate (Reported as Non-white on Survey 2)</p> <p>44%</p>

School Grades History

Year	2016-17
Grade	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Wedgefield School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

To be the top producer of successful students in the nation

2. School Environment

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Wedgefield School, we have started a school-wide Positive Behavior Intervention and Support System. This comprehensive and proactive approach to discipline is based on the assumption that when faculty and staff in a school actively teach and acknowledge expected behavior, the proportion of students with serious behavior problems will be reduced and the school's overall climate will improve. We employ strategies such as behavioral coaching, role playing, daily goal setting, and self-

monitoring to teach students to manage their own behavior and emotions more effectively. Our Dean is solely in charge of school-wide discipline to ensure fair and consistent enforcement of the OCPS Student Code of Conduct. In grades K - 5, we use a Student Intervention Step Plan. The plan encourages teachers to take ownership of their classroom management. Teachers are required to provide two classroom interventions before referring the student to Student Services (the Guidance Counselor or Dean). Referral to the Student Services Team is the third intervention. If, after receiving the three previously mentioned interventions, a student continues to make inappropriate choices, he/she receives a Safety Discipline Referral. Once a student gets to step four, the Safety Discipline Referral, the teacher and/or the Guidance Counselor/Dean must contact the parents at least once. The goal is to make all stakeholders (the parents, teacher, student, and administration) a part of the solution to correct inappropriate behavior. At the middle school level, we have a leveled intervention system in place (Classroom Behavior Violations) as a preemptive measure to receiving a discipline referral.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	10	16	12	5	8	15	10	7	0	0	0	0	99
One or more suspensions	6	4	5	2	5	2	6	5	8	0	0	0	0	43
Course failure in ELA or Math	7	4	7	16	10	6	16	34	25	0	0	0	0	125
Level 1 on statewide assessment	0	0	0	10	16	27	14	23	15	0	0	0	0	105

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	3	8	9	8	14	18	12	0	0	0	0	75

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

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

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Since the inception of Wedgefield School, the community has played an active role in creating an engaging learning environment for their children. School leadership has met with parents and the community to keep them connected with the school's building progression, the school's opening, and now the multitude of opportunities that parents and the community have to become involved in their children's education. Wedgefield leadership, teachers, and staff communicate with families in a variety of ways. To keep parents apprised of school activities, important dates, current updates, and information, we utilize our school website, the OCPS Connect Orange, 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 ProgressBook, phone calls and emails, notes in planners, Canvas learning platform, and parent/teacher conferences.

In addition, our school and district mission is posted in the front office so parents see them upon entering the school.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Stevens, Natalie	Principal
Drinkwater, Emily	Instructional Coach
Farrow, Deadra	Instructional Coach
Soubasis, Steven	Assistant Principal
Conaughty, Thomas	Other
Robinson Taylor, Roxann	Dean
Gefter, Audra	Guidance Counselor
Henry, Sharon	Guidance Counselor
Blackwell, Robin	Teacher, ESE

b. Duties

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jessica Artes	Parent
Sue Machock	Teacher
Telanna Jeffers	Parent
Natalie Stevens	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Monthly school improvement updates were shared with the SAC. Mid-year data was presented to the SAC committee following the mid-year diagnostic assessments.

b. Development of this school improvement plan

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

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

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

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

One thousand dollars were allocated to provide opportunity to attend Gifted Endorsement classes.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Stevens, Natalie	Principal
Drinkwater, Emily	Instructional Coach
Crisona, Christopher	Teacher, K-12
Lowery, Christine	Teacher, K-12
Grainger, Kathryn	Teacher, K-12
McClasky, Jaime	Teacher, K-12
David, Agnieszka	Teacher, K-12
Sears, Tammy	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The focus of 2017-18 school year will be strengthening the collaborative team of teachers that work together to establish a safe and orderly learning environment. School-wide systems have been revised through team meetings and staff feedback, which fosters the building of the TEAM. Professional Learning Communities will be established at each grade level and across content areas to analyze data, create standards-based lessons, establish common assessments, and implement intervention strategies through the MTSS process. School leaders will join PLC's to provide professional development and coaching.

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

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

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

Professional Development will be provided throughout the school year by the District Digital Team,

Zachary Anderson, Deadra Farrow and Emily Drinkwater.

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

iObservation trainings will be offered by the administrative team.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Curriculum resources materials (CRMS) are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

At Wedgefield School, we plan to ensure our core instructional programs and materials are aligned to Florida's Standards in the following ways:

1. As the Administrative Team and coaches conduct classroom walkthroughs/observations, they will have a focused list of "Look Fors". First and foremost, they are looking for evidence of rigorous instruction and assessment that is planned to the full intent of the grade/content standard. This begins with a rigorous Learning Goal and Scale, based on deconstructed Florida Standards, being posted in the classroom. Next, they will review the teacher's lesson plans for evidence of Daily Learning Targets.
2. Our curriculum at Wedgefield School is the Florida Standards. However, the primary resources we use to teach the standards are the OCPs adopted instructional materials. During Collaborative Learning Teams, our teachers will take the time to align the county materials to the standards and when necessary, rewrite questions or test items to increase the level of rigor as specified in the standard.
3. Our teachers will utilize the state and county test item specifications/CFE Assessment Outlines to ensure they are teaching their grade level/course standards necessary to prepare their students for state and district assessments.
4. Lastly, the teachers are provided time to work collaboratively on common planning. During this time, they are encouraged to utilize IMS and other district recommended resources, such as CPalms, to align their instruction to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Drinkwater, Emily, 28871@ocps.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

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

b. College and Career Readiness

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

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

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

Students in grades 6 - 8 are able to take Information and Communication Technology (ICT). This course provides students with computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes, but is not limited to, digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cybersecurity, and computer programming.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Wedgefield utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math. Wedgefield also supports the progression of mathematics where Algebra 1 and Geometry is offered in grades 7 and 8. Throughout the school year, students in the Calculus Project will receive math tutoring and take a summer preview class for their next math course with the goal of preparing them to take calculus in high school. Tutoring and End of Course Exam camps are used to support and prepare students for success in Algebra 1. Eighth grade students will take the PSAT and coursework within the Khan Academy to prepare for the SAT. Naviance is Wedgefield's career readiness program in grades 6-8. Students research possible careers to help guide them on the appropriate high school path.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase ELA learning gains for all students through the work of the DPLC. (Division Priority: Accelerate student performance)
- G2.** Increase ELA, Mathematics and Science proficiency in all subgroups.(Division Priority: Accelerate student performance)
- G3.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase ELA learning gains for all students through the work of the DPLC. (Division Priority: Accelerate student performance) 1a

G095618

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Teacher readiness levels and lack of experience with close reading strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Content specific complex texts

Plan to Monitor Progress Toward G1. 8

i-Ready diagnostic data

Person Responsible

Emily Drinkwater

Schedule

Triannually, from 8/28/2017 to 5/25/2018

Evidence of Completion

i-Ready reports

G2. Increase ELA, Mathematics and Science proficiency in all subgroups.(Division Priority: Accelerate student performance) 1a

G095619

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	69.0
FSA Mathematics Achievement	69.0
FCAT 2.0 Science Proficiency	56.0

Targeted Barriers to Achieving the Goal 3

- Consistency of Instruction across grade levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Quarterly Data

Person Responsible

Natalie Stevens

Schedule

Monthly, from 8/28/2017 to 4/30/2018

Evidence of Completion

iObservation, i-Ready and common assessment data

G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps) 1a

G095620

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	45.0
Math Lowest 25% Gains	39.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

i-Ready data and progress monitor graphs

Person Responsible

Natalie Stevens

Schedule

Monthly, from 9/28/2017 to 5/24/2018

Evidence of Completion

i-Ready reports and student data spreadsheets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase ELA learning gains for all students through the work of the DPLC. (Division Priority: Accelerate student performance) 1

G095618

G1.B1 Teacher readiness levels and lack of experience with close reading strategies. 2

B257477

G1.B1.S1 Select a team of teachers and teacher leaders to participate in the DPLC. 4

S272419

Strategy Rationale

To help lead the school's effort at supporting the improvement of teaching and learning.

Action Step 1 5

Select DPLC representatives

Person Responsible

Natalie Stevens

Schedule

On 8/7/2017

Evidence of Completion

Teacher list

Action Step 2 5

DPLC representatives participate in DPLC meetings.

Person Responsible

Natalie Stevens

Schedule

Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion

DPLC notes

Action Step 3 5

DPLC teams will select content specific complex texts and model close reading strategies during instruction.

Person Responsible

Natalie Stevens

Schedule

Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Lesson Plans and iObservation data

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

Meet with DPLC team to review complex text at each grade level before use.

Person Responsible

Natalie Stevens

Schedule

Every 6 Weeks, from 9/4/2017 to 5/25/2018

Evidence of Completion

Text samples

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

Classroom observations

Person Responsible

Natalie Stevens

Schedule

Every 6 Weeks, from 8/28/2017 to 4/30/2018

Evidence of Completion

iObservation data

G1.B1.S2 Implement close reading strategies and tools in content area classes. 4

S272420

Strategy Rationale

To build student perseverance when working with complex text.

Action Step 1 5

Conduct professional development for teachers using close reading strategies

Person Responsible

Natalie Stevens

Schedule

On 12/6/2017

Evidence of Completion

Sign-in sheet

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

Administration will observe training and monitor participant's exit slips.

Person Responsible

Natalie Stevens

Schedule

On 12/6/2017

Evidence of Completion

iObservation data, exit slips

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

Classroom Observations

Person Responsible

Natalie Stevens

Schedule

On 4/30/2018

Evidence of Completion

iObservation data

G2. Increase ELA, Mathematics and Science proficiency in all subgroups.(Division Priority: Accelerate student performance) 1

G095619

G2.B1 Consistency of Instruction across grade levels. 2

B257478

G2.B1.S1 Provide curriculum professional development opportunities for teachers including the use of Curriculum Resource Materials with a focus on sub-groups. 4

S272421

Strategy Rationale

To familiarize teachers with core curriculum resources within IMS to address the needs of all sub-groups.

Action Step 1 5

Provide professional development and support to teams as they plan Instructional Focus Calendars for the 2017-18 school year.

Person Responsible

Natalie Stevens

Schedule

Quarterly, from 6/19/2017 to 4/1/2018

Evidence of Completion

Focus Calendars by grade level/content area.

Action Step 2 5

Provide professional development and coaching to teachers using the CRM resources.

Person Responsible

Natalie Stevens

Schedule

Weekly, from 6/19/2017 to 5/30/2018

Evidence of Completion

Lesson Plans

Action Step 3 5

Schedule common planning days with neighboring middle schools.

Person Responsible

Natalie Stevens

Schedule

Quarterly, from 6/19/2017 to 5/30/2018

Evidence of Completion

Instructional focus calendars, lesson plans

Action Step 4 5

Grade level STEM days

Person Responsible

Natalie Stevens

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Lesson plans

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

Lesson Plan checks and data meetings

Person Responsible

Natalie Stevens

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Grade level lesson plans, IFC and student data spreadsheets

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

Classroom informal observations

Person Responsible

Natalie Stevens

Schedule

Monthly, from 8/28/2017 to 4/30/2018

Evidence of Completion

iObservation

G2.B1.S2 Administration and Instructional Coaches will provide professional development to deconstruct grade level Florida Standards and develop standards-based common assessments. 4

 S272422

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Deadra Farrow

Schedule

Weekly, from 6/19/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets for the professional development

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

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

Person Responsible

Deadra Farrow

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

PLC notes and lesson plans

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

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

Person Responsible

Deadra Farrow

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Data collected from informal and formal observations in iObservation.

G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps) 1

G095620

G3.B1 Lack of systematic approach to reading and math interventions and differentiated instruction within the classroom setting. 2

B257479

G3.B1.S1 Schedule frequent MTSS meetings to discuss reading and math interventions. 4

S272423

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Natalie Stevens

Schedule

Monthly, from 9/28/2017 to 5/24/2018

Evidence of Completion

MTSS Documentation Forms/Notes

Action Step 2 5

i-Ready Professional Development

Person Responsible

Natalie Stevens

Schedule

Semiannually, from 8/9/2017 to 5/30/2018

Evidence of Completion

i-Ready reports and MTSS notes

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

Observe/Participate in MTSS Meetings

Person Responsible

Natalie Stevens

Schedule

Weekly, from 9/28/2017 to 5/24/2018

Evidence of Completion

MTSS Documentation/Notes

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

Compare data growth and teacher feedback based on instructional interventions.

Person Responsible

Natalie Stevens

Schedule


Monthly, from 9/28/2017 to 5/30/2018

Evidence of Completion

Growth of achievement on i-Ready and common assessments

G3.B1.S2 Provide coaching for the planning and implementation of structured intervention instruction.

4

 S272424

Strategy Rationale

To ensure adequate planning and focused instruction during designated grade level intervention time.

Action Step 1 5

The MTSS coach will meet with PLC teams to plan tier 2 instruction.

Person Responsible

Emily Drinkwater

Schedule

Biweekly, from 9/11/2017 to 5/21/2018

Evidence of Completion

Tier 2 notes and lesson plans

Action Step 2 5

The MTSS coach will meet with individual teachers to plan tier 3 instruction

Person Responsible

Emily Drinkwater

Schedule

Monthly, from 9/28/2017 to 5/24/2018

Evidence of Completion

Tier 3 notes and lesson plans

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

The Instructional Coaches will monitor intervention instruction during classroom coaching observations

Person Responsible

Natalie Stevens

Schedule

Monthly, from 8/28/2017 to 4/30/2018

Evidence of Completion

iObservation data, lesson plans

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

The instructional Coaches will meet with Collaborative Learning Teams as they interpret data.

Person Responsible

Natalie Stevens

Schedule

Biweekly, from 9/11/2017 to 5/21/2018

Evidence of Completion

PLC Notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1 A365543	Select DPLC representatives	Stevens, Natalie	8/7/2017	Teacher list	8/7/2017 one-time
G1.B1.S2.MA1 M391397	Administration will observe training and monitor participant's exit slips.	Stevens, Natalie	9/6/2017	iObservation data, exit slips	12/6/2017 one-time
G1.B1.S2.A1 A365546	Conduct professional development for teachers using close reading strategies	Stevens, Natalie	9/6/2017	Sign-in sheet	12/6/2017 one-time
G2.B1.S1.A1 A365547	Provide professional development and support to teams as they plan Instructional Focus Calendars...	Stevens, Natalie	6/19/2017	Focus Calendars by grade level/ content area.	4/1/2018 quarterly
G2.MA1 M391403	Quarterly Data	Stevens, Natalie	8/28/2017	iObservation, i-Ready and common assessment data	4/30/2018 monthly
G1.B1.S1.MA1 M391394	Classroom observations	Stevens, Natalie	8/28/2017	iObservation data	4/30/2018 every-6-weeks
G2.B1.S1.MA1 M391399	Classroom informal observations	Stevens, Natalie	8/28/2017	iObservation	4/30/2018 monthly
G1.B1.S2.MA1 M391396	Classroom Observations	Stevens, Natalie	9/6/2017	iObservation data	4/30/2018 one-time
G3.B1.S2.MA1 M391407	The Instructional Coaches will monitor intervention instruction during classroom coaching...	Stevens, Natalie	8/28/2017	iObservation data, lesson plans	4/30/2018 monthly
G3.B1.S2.MA1 M391406	The instructional Coaches will meet with Collaborative Learning Teams as they interpret data.	Stevens, Natalie	9/11/2017	PLC Notes	5/21/2018 biweekly
G3.B1.S2.A1 A365554	The MTSS coach will meet with PLC teams to plan tier 2 instruction.	Drinkwater, Emily	9/11/2017	Tier 2 notes and lesson plans	5/21/2018 biweekly
G2.B1.S1.A4 A365550	Grade level STEM days	Stevens, Natalie	9/6/2017	Lesson plans	5/23/2018 monthly
G3.MA1 M391408	i-Ready data and progress monitor graphs	Stevens, Natalie	9/28/2017	i-Ready reports and student data spreadsheets	5/24/2018 monthly
G3.B1.S1.MA1 M391405	Observe/Participate in MTSS Meetings	Stevens, Natalie	9/28/2017	MTSS Documentation/Notes	5/24/2018 weekly
G3.B1.S1.A1 A365552	Schedule frequent one on one or small group MTSS meetings to discuss individual student needs and...	Stevens, Natalie	9/28/2017	MTSS Documentation Forms/Notes	5/24/2018 monthly
G3.B1.S2.A2 A365555	The MTSS coach will meet with individual teachers to plan tier 3 instruction	Drinkwater, Emily	9/28/2017	Tier 3 notes and lesson plans	5/24/2018 monthly
G1.MA1 M391398	i-Ready diagnostic data	Drinkwater, Emily	8/28/2017	i-Ready reports	5/25/2018 triannually
G1.B1.S1.MA1 M391395	Meet with DPLC team to review complex text at each grade level before use.	Stevens, Natalie	9/4/2017	Text samples	5/25/2018 every-6-weeks
G2.B1.S2.MA1 M391401	Monitor the effectiveness of the implementation by reviewing classroom iObservation data and...	Farrow, Deadra	10/2/2017	Data collected from informal and formal observations in iObservation.	5/25/2018 quarterly
G2.B1.S2.MA1 M391402	During Leadership Team meetings, the administration and school-based coaches will review the PLC...	Farrow, Deadra	10/2/2017	PLC notes and lesson plans	5/25/2018 quarterly

Orange - 1861 - Wedgefield School - 2017-18 SIP
Wedgefield School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A1 A365551	Administration, the Reading Coach and CRT will facilitate professional development to support...	Farrow, Deadra	6/19/2017	Sign-in sheets for the professional development	5/25/2018 weekly
G1.B1.S1.A2 A365544	DPLC representatives participate in DPLC meetings.	Stevens, Natalie	8/7/2017	DPLC notes	5/30/2018 monthly
G1.B1.S1.A3 A365545	DPLC teams will select content specific complex texts and model close reading strategies during...	Stevens, Natalie	8/7/2017	Lesson Plans and iObservation data	5/30/2018 monthly
G2.B1.S1.MA1 M391400	Lesson Plan checks and data meetings	Stevens, Natalie	8/14/2017	Grade level lesson plans, IFC and student data spreadsheets	5/30/2018 monthly
G2.B1.S1.A2 A365548	Provide professional development and coaching to teachers using the CRM resources.	Stevens, Natalie	6/19/2017	Lesson Plans	5/30/2018 weekly
G2.B1.S1.A3 A365549	Schedule common planning days with neighboring middle schools.	Stevens, Natalie	6/19/2017	Instructional focus calendars, lesson plans	5/30/2018 quarterly
G3.B1.S1.MA1 M391404	Compare data growth and teacher feedback based on instructional interventions.	Stevens, Natalie	9/28/2017	Growth of achievement on i-Ready and common assessments	5/30/2018 monthly
G3.B1.S1.A2 A365553	i-Ready Professional Development	Stevens, Natalie	8/9/2017	i-Ready reports and MTSS notes	5/30/2018 semiannually

V. Professional Development Opportunities

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

G1. Increase ELA learning gains for all students through the work of the DPLC. (Division Priority: Accelerate student performance)

G1.B1 Teacher readiness levels and lack of experience with close reading strategies.

G1.B1.S2 Implement close reading strategies and tools in content area classes.

PD Opportunity 1

Conduct professional development for teachers using close reading strategies

Facilitator

Deadra Farrow, CRT and Emily Drinkwater, Reading Coach

Participants

Instructional staff

Schedule

On 12/6/2017

G2. Increase ELA, Mathematics and Science proficiency in all subgroups.(Division Priority: Accelerate student performance)

G2.B1 Consistency of Instruction across grade levels.

G2.B1.S1 Provide curriculum professional development opportunities for teachers including the use of Curriculum Resource Materials with a focus on sub-groups.

PD Opportunity 1

Provide professional development and support to teams as they plan Instructional Focus Calendars for the 2017-18 school year.

Facilitator

Instructional Coaches

Participants

Content area teachers

Schedule

Quarterly, from 6/19/2017 to 4/1/2018

PD Opportunity 2

Provide professional development and coaching to teachers using the CRM resources.

Facilitator

Instructional Coaches

Participants

Content area teachers

Schedule

Weekly, from 6/19/2017 to 5/30/2018

G2.B1.S2 Administration and Instructional Coaches will provide professional development to deconstruct grade level Florida Standards and develop standards-based common assessments.

PD Opportunity 1

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

Facilitator

Deadra Farrow

Participants

Instructional Teachers

Schedule

Weekly, from 6/19/2017 to 5/25/2018

G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps)

G3.B1 Lack of systematic approach to reading and math interventions and differentiated instruction within the classroom setting.

G3.B1.S1 Schedule frequent MTSS meetings to discuss reading and math interventions.

PD Opportunity 1

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

Facilitator

Emily Drinkwater, MTSS coach

Participants

ELA/Math teachers

Schedule

Monthly, from 9/28/2017 to 5/24/2018

PD Opportunity 2

i-Ready Professional Development

Facilitator

Emily Drinkwater, MTSS Coach

Participants

ELA/Math teachers

Schedule

Semiannually, from 8/9/2017 to 5/30/2018

G3.B1.S2 Provide coaching for the planning and implementation of structured intervention instruction.

PD Opportunity 1

The MTSS coach will meet with individual teachers to plan tier 3 instruction

Facilitator

Emily Drinkwater, MTSS Coach

Participants

Classroom Teachers

Schedule

Monthly, from 9/28/2017 to 5/24/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Select DPLC representatives				\$0.00
2	G1.B1.S1.A2	DPLC representatives participate in DPLC meetings.				\$0.00
3	G1.B1.S1.A3	DPLC teams will select content specific complex texts and model close reading strategies during instruction.				\$0.00
4	G1.B1.S2.A1	Conduct professional development for teachers using close reading strategies				\$0.00
5	G2.B1.S1.A1	Provide professional development and support to teams as they plan Instructional Focus Calendars for the 2017-18 school year.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		590-Other Materials and Supplies	1861 - Wedgefield School	General Fund		\$200.00
			<i>Notes: Office supplies: Paper and binders</i>			
6	G2.B1.S1.A2	Provide professional development and coaching to teachers using the CRM resources.				\$0.00
7	G2.B1.S1.A3	Schedule common planning days with neighboring middle schools.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	140-Substitute Teachers	1861 - Wedgefield School	General Fund		\$4,000.00
8	G2.B1.S1.A4	Grade level STEM days				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	500-Materials and Supplies	1861 - Wedgefield School	General Fund		\$500.00
9	G2.B1.S2.A1	Administration, the Reading Coach and CRT will facilitate professional development to support teachers as they deconstruct grade level/content area standards and create common assessments.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	140-Substitute Teachers	1861 - Wedgefield School	General Fund		\$10,000.00
10	G3.B1.S1.A1	Schedule frequent one on one or small group MTSS meetings to discuss individual student needs and performance.				\$0.00
11	G3.B1.S1.A2	i-Ready Professional Development				\$0.00
12	G3.B1.S2.A1	The MTSS coach will meet with PLC teams to plan tier 2 instruction.				\$0.00
13	G3.B1.S2.A2	The MTSS coach will meet with individual teachers to plan tier 3 instruction				\$0.00
					Total:	\$14,700.00