

Orange County Public Schools

# Phyllis Wheatley Elementary



2020-21 TSSSA Plan

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## Eligibility and Allocation

### Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

### Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
1361	Phyllis Wheatley Elementary	Y			\$207,745.00	

## Plan Assurances

### Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

### Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

### Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

### Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

**Professional Development**

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

**Focused Instruction**

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

**Plan Items****Family and Community Partnerships**

Explain how the school will establish comprehensive support services that develop family and community partnerships.

In an effort to establish comprehensive support services that develop family and community partnerships, the targeted school will participate in the My Brother's Keeper (MBK) initiative. The MBK initiative is a male mentoring program designed to increase family and community engagement through positive relationships between students and adults serving as community leaders. Mentors in the MBK initiative are committed to meeting the challenges to support students' needs in becoming upstanding, contributing members of society. The goal of the MBK initiative is to narrow the achievement gap by addressing six focus milestones outlined by President Barack Obama, resulting in increased student attendance and reduced disciplinary referrals. Orange County Public Schools has developed best practices and expectations for the successful implementation of this initiative at the school level, targeting students who are struggling with school attendance through mentoring and outreach to families and the community.

The targeted school will be allocated a Parent Engagement Liaison (PEL) position. The PEL will serve as a vital link to connect the school, parents, families and the surrounding community. The position is dedicated to building relationships and capacity in staff, parents, and families by employing research-based parent and family engagement strategies which are directly correlated to raising student achievement.

Budget- \$0

**Academic and Character Standards**

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

The targeted school will receive support from the School Transformation Office (STO). The School Transformation Office was established to provide strategic, centralized support based on prioritized needs. The focus of the office is to help schools function as high-performing and dedicated teams by facilitating instructional rounds, conducting professional development aligned to observational trends, and increasing community engagement. Additionally, the School Transformation Office will assist the school-based team in analyzing student diagnostic

and common assessment data to ensure resources correlate to the cognitive demands of each learner. Equally important, the STO team will monitor the implementation of the multi-tiered system of supports framework, assist leaders in applying innovative strategies, and provide customized training grounded in real-world experiences through evidence-based practices. The office consists of one associate superintendent, two executive area directors, senior administrators and content coaches.

Social-Emotional Learning (SEL) Measures surveys will be administered to students during the 2020-2021 school year to assess student competencies, supports, and environment, as well as teacher skills and perspectives. These surveys will provide information on various SEL components such as growth mindset, self-efficacy, social awareness, sense of belonging, and student engagement. Reporting options will be available for staff to help provide measures for SEL and to support teams with incorporating SEL data into daily practice.

The targeted school will participate in the Positive Behavioral Interventions and Supports (PBIS) initiative. Positive Behavioral Interventions and Supports is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support which results in improved academic outcomes. More than 27,000 schools nationwide have been trained in PBIS. Implementation of PBIS is saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students.

The targeted school is in need of additional coaching support to assist teachers in developing lessons aligned to the standards to meet the academic needs of students. The funds will be utilized to purchase an additional resource teacher. The qualifications for an OCPS resource teacher consist of the teacher obtaining a bachelor's degree from an accredited institution and a certified teaching certificate. Equally important, the instructional coach shall have a proven track record of increasing student achievement in a fragile school. As a result of additional coaching support, teachers will enhance their professional practices and student achievement will increase.

Budget:

Resource Teacher- \$75,352

### **Parental Involvement**

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

The targeted school will be assigned a designated Parent Engagement Liaison (PEL) position to increase both parental involvement and engagement at the school level. The primary responsibility of the PEL is to work in collaboration with the school, district, and community partnerships to provide access to programs and supports aimed at increasing parental knowledge and resources. Additionally, the PEL will assist in the empowerment of parents as partners in their child's education. Specific activities completed by the school-based PEL include monthly parent workshops that provide clarity and understanding on curriculum, instruction, volunteering in the classroom, and various operations at the school site. The PEL also coordinates extended learning opportunities for parents to complete high school equivalency and technical degrees through various district support programs.

The targeted school will develop a Parent and Family Engagement Plan. The plan is specific to the individual school site containing strategies for the improvement of parental involvement. Additionally, the plan will include incentives provided to parents and families for their active engagement in the school community.

The targeted school will participate in the OCPS Parent Academies, which are day-long parent engagement events held on Saturdays to include topics such as Healthy Living, Understanding FSA, Social Emotional Strategies, Financial Literacy, and Digital Learning Tools. These sessions involve information, collaboration, and resource aggregation to increase parental awareness and advocacy for the benefit of their students. During these academies, parents will also experience hands-on models of the progressive and interactive instruction provided to their child each day. As a result, any hesitation or barriers regarding the traditional school setting are removed through this home-school collaboration.

The targeted school's leadership team and teachers will develop monthly professional learning modules for parents that occur in the evening to showcase student work, increase parent curriculum knowledge, ease parent hesitation, and provide access to resources that will enable students to be successful as a result of their involvement. Modules will focus on the Florida Standards, hands on science experiments, math strategies, the six pillars of reading, and social emotional development. The modules will be presented to parents during the monthly Homework Café. In addition to providing parents with professional learning modules, the Homework Café will create an avenue for parents to accompany students while they receive support with assignments from teachers. Parents will work in small groups with teachers to receive ELA and math strategies to assist students with their extended learning assignments at home. Students and parents will be provided with access to Florida Coach Digital to support extended learning opportunities during the Homework Café. The implementation of the Homework Café and the utilization of the aforementioned resources will provide parents with the necessary tools to effectively partner with the school in the effort to narrow the achievement gap.

The early years are the most formative in a child's life given the tremendous brain growth that occurs during this time, and provides the foundation for social-emotional health. Adverse childhood experiences (ACEs) during these years have a profound impact on a child's development and behavior. Caregivers and educators are key to resilience in the face of adversity, yet often struggle with the best way to guide and teach these children. Through a program with Nemours, the school will be provided with a unique, innovative program that brings an upstream solution to help improve the emotional/behavioral/mental health of young children by guiding and teaching them the skills to self-regulate and strengthen early social and emotional development for their future health and wellbeing. It will also teach, coach and mentor educators and caregivers on positive classroom and parenting approaches to managing difficult behaviors and reading/writing/communication. The underlying goal is to promote community cohesion through the alliance of caregivers, educators and Nemours.

The Multilingual Services Department will provide the targeted school with an additional Multilingual Liaison support, specifically partnering with our English Language Learner families. The focus is to reduce the barrier of communication through translation and information dissemination that will encourage participation in school events. Equally important, the Multilingual Liaison will provide additional parent resources for students and families to increase student achievement and strengthen social skills.

The Exceptional Student Education (ESE) Department will reestablish an Exceptional Student Education District Parent Advisory Committee to serve as a conduit between OCPS staff and

parents of students with disabilities. The ESE department will work collaboratively with the ESE Parent Advisory Committee to share best practices on how to better serve our students with disabilities.

The requested funds will provide parents with ELA and math resources aligned to the Florida Standards to increase student academic performance and social-emotional outcomes. Six teachers will receive an hourly stipend to work beyond school hours with parents during the Homework Café. Additionally, requested funds will be utilized to pay for a science night program hosted by the Orlando Science Center.

**Budget:**

Florida Coach Digital- \$4,998

Science Center- \$470.00

Homework Cafe- \$3,600.00 plus benefits

6 teachers x 3 hour for 8 monthly sessions at \$25 per hour

### **Incentives for Instructional Personnel**

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

Orange County Public Schools (OCPS) is committed to implementing the following strategies to identify, recruit and retain instructional personnel:

- Aspiring teachers identified to work in TSSSA schools will participate in roundtable discussions, Jr/Sr.

internships and school tours to build capacity and a greater understanding of the complexity of fragile schools

- TSSSA schools are invited to targeted job fairs that are designed for selected at-risk schools
- The school will have priority access to recruited candidates that have been offered an OCPS District Letter of Intent to Hire

- Priority targeted schools will be assigned to the Director of Employment Services for recruitment and staffing support

- Teachers serving in the targeted school will receive an annual supplement
- New teachers will be paired with a mentor to help navigate through their first three years

Budget: \$0



**Professional Development**

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

OCPS will utilize a Social and Emotional Learning & Leadership (SELL) district-wide professional learning structure to help lead schools' efforts in supporting student social and emotional well-being while building leadership capacity through a distributive leadership model. The targeted school will participate in the three district-wide SELL sessions. In the upcoming year, OCPS will focus on the following social, emotional and leadership professional learning:

- Understand how social and emotional learning is connected to instructional strategies
- Establish a common language to support a culture of social and emotional learning with adults and students
- Build and establish a culture for social and emotional learning

Through the Social and Emotional Learning & Leadership sessions, the targeted school will develop a cycle of professional learning that reflects a school-wide focus on leveraging social and emotional learning and leadership for student success. Through these cycles of professional learning, the targeted school will use distributive leadership with social and emotional learning strategies and resources to strengthen team dynamics and collaboration in order to build academic expertise.

Teachers will attend CHAMPS professional development. As a result of participating in CHAMPS professional learning, teachers will learn how to:

- Establish a vision for their classrooms
- Organize classrooms for student success
- Prepare for the first month of school
- Specify classroom behavioral expectations
- Motivate even the most uncooperative students
- Monitor and revise classroom behavioral plans
- Correct specific misbehaviors

Successful implementation of CHAMPS in conjunction with PBIS will improve school-wide culture and yield improve student behaviors.

Throughout a comprehensive, multi-year induction process, OCPS will ensure that all beginning teachers at the targeted school will have a strong foundation in standards-based instruction and creating a learning environment that supports high academic standards.

The Curriculum and Digital Learning Department will provide content-specific professional development sessions designed to address academic rigor, direct instruction, and high academic standards by building teacher efficacy. Each session will be facilitated by a district-level content and pedagogy expert working with a select group of teachers throughout the school year. Participating teachers will benefit from an ongoing informal mentorship with the facilitator, providing an avenue for additional support as needed. Sessions for elementary ELA, math, science, and social studies will focus on the following components:

- Delving into content that will be taught in upcoming quarters
- Exploring how to differentiate instruction in content areas to meet all students' needs
- Examining intervention options for students who are not meeting proficiency
- Maximizing common planning time to collaborate with colleagues while participating in the continuous cycle of improvement to address student needs

Additionally, professional development sessions for content-area coaches will be provided to



build the capacity of school-based coaches to support classroom teachers in both content and pedagogy. Coach sessions will focus on identifying areas of need for each teacher and addressing those needs through a variety of techniques including modeling effective instructional practices, using data to drive instruction, highlighting effective practices, and identifying concepts that may need to be retaught.

OCPS will also utilize a district instructional framework that connects high-yield strategies to rigorous, standards-based instruction. The district will ensure that administrators and teacher leaders at each school participate in a variety of professional learning opportunities on the instructional framework to enhance pedagogical expertise. Training for school staff will focus on quality planning and delivery of standards-aligned lessons in a culture which values and supports all students, giving students the tools they need to succeed in rigorous course. Professional learning opportunities will be offered during and beyond the school day. This includes additional common planning days. Requested funds will be utilized to provide teachers with supplements for participating in planning and professional learning opportunities beyond their duty day. Additionally, requested funds will be used to purchase substitutes for teachers attending professional development during the school day.

Six teachers at the targeted school will attend the Kagan Accelerating Social Emotional Learning workshop. Participants will explore Dr. Kagan's Emotion Wheel, a visual tool to help students understand and take control of their own emotions. Harness the power of student emotions to improve every aspect of your classroom from academic success, to class management, to improved student relations.

#### Budget:

Kagan Accelerating Social-Emotional Learning- \$219.00 x 6= \$1,314.00 plus travel expenses  
 Common Planning-  
 25 instructional employees for 2 hours a month X \$25/hr.  
 Substitutes- Kagan and CHAMPS \$125 per teacher  
 CHAMPS DVD Training- \$995.00  
 CHAMPS Participant Training Guide - \$1,237.50  
 \$49.50 per participant x 25 participants

#### Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

A guaranteed and viable curriculum ranks at the top of school level factors impacting student achievement (Marzano, 2003). All stakeholders will work with the school administration, the leadership team, and content area leads to ensure that a standards-aligned, engaging instructional program is delivered to all students. Some elements of this "guaranteed" curriculum include:

- Identifying and communicating the content considered essential for all students as opposed to the supplemental information
- Ensuring that the essential content can be addressed in the amount of time available for instruction
- Sequencing and organizing the essential content in such a way that students have ample opportunity to learn it
- Ensuring that teachers address the essential content using highly effective and engaging

instructional

strategies

- Protecting instructional time

In an effort to narrow the achievement gap and increase student proficiency, funds will be utilized to provide students identified as performing below grade level with access to extended ELA and math instruction for an additional hour after school a minimum of two times a week. During these sessions, teachers will pre-teach key concepts and vocabulary skills prior to instructional delivery in the core content. This approach teaches students skills in which they will need to apply in order to understand academic content. In addition, targeted students will receive weekly feedback regarding skill mastery and academic performance.

During the 2018-2019 school year, 71% of students were identified as reading below grade level on the Florida Standards Assessment. Seventy percent of students were identified as performing below grade on the Mathematics Florida Standards Assessment. In order to decrease internal barriers and strategically target academic deficiencies, all stakeholders will be trained in the effective implementation of the MTSS framework. This will help increase the fidelity of implementation of the MTSS framework and provide all students with the individualized support needed to increase student achievement. Research-based diagnostic assessments will be administered with frequency, intensity, and duration to achieve desired achievement outcomes. Students will receive supplemental interventions to correspond with diagnostic data. Requested funds will be utilized to provide the targeted school with tutors and an instructional interventionist to facilitate small groups during tier ii and tier iii instruction. Additionally, each teacher will receive \$200.00 toward the purchase of supplemental resources to provide focused instruction to improve student academic proficiency.

Budget:

Interventionist Resource Teacher - \$70670

Supplemental Resources-

25 instructional employees x \$200

### Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.

<b>1</b>	<b>III.1.</b>	<b>Family and Community Partnerships</b>				<b>\$0.00</b>
<b>2</b>	<b>III.2.</b>	<b>Academic and Character Standards</b>				<b>\$75,351.81</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1361 - Phyllis Wheatley Elementary	TSSSA	1.0	\$54,964.00
			Notes: Resource Teacher - Coaching to assist teachers in developing lessons aligned to the standards			

**Orange - 1361 - Phyllis Wheatley Elementary - FDOE TSSSA 2020-21**

*Phyllis Wheatley Elementary*

	5100	210-Retirement	1361 - Phyllis Wheatley Elementary	TSSSA		\$5,496.40
			<i>Notes: retirement @ 10%</i>			
	5100	220-Social Security	1361 - Phyllis Wheatley Elementary	TSSSA		\$4,204.75
			<i>Notes: FICA @ 7.65%</i>			
	5100	231-Health and Hospitalization	1361 - Phyllis Wheatley Elementary	TSSSA		\$9,288.60
			<i>Notes: Health Ins</i>			
	5100	232-Life Insurance	1361 - Phyllis Wheatley Elementary	TSSSA		\$38.80
			<i>Notes: Life ins</i>			
	5100	240-Workers Compensation	1361 - Phyllis Wheatley Elementary	TSSSA		\$153.90
			<i>Notes: workers comp</i>			
	5100	250-Unemployment Compensation	1361 - Phyllis Wheatley Elementary	TSSSA		\$12.09
			<i>Notes: Unemployment</i>			
	5100	290-Other Employee Benefits	1361 - Phyllis Wheatley Elementary	TSSSA		\$1,193.27
			<i>Notes: Unemployment</i>			
<b>3</b>	<b>III.3.</b>	<b>Parental Involvement</b>				<b>\$36,582.67</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	510-Supplies	1361 - Phyllis Wheatley Elementary	TSSSA		\$4,998.00
			<i>Notes: Florida Coach Digital - for use with parents and students in Homework Cafe</i>			
	6150	390-Other Purchased Services	1361 - Phyllis Wheatley Elementary	TSSSA		\$470.00
			<i>Notes: Science night activity for families in Homework Cafe</i>			
	5900	120-Classroom Teachers	1361 - Phyllis Wheatley Elementary	TSSSA		\$2,640.00
			<i>Notes: Homework Cafe- 5 teachers X 3 hrs/month X 8 months X \$22/hr.</i>			
	5900	210-Retirement	1361 - Phyllis Wheatley Elementary	TSSSA		\$264.00
			<i>Notes: retirement @ 10%</i>			
	5900	220-Social Security	1361 - Phyllis Wheatley Elementary	TSSSA		\$201.96
			<i>Notes: FICA @ 7.65%</i>			
	5900	240-Workers Compensation	1361 - Phyllis Wheatley Elementary	TSSSA		\$8.71
			<i>Notes: workers comp</i>			

	5100	390-Other Purchased Services	1361 - Phyllis Wheatley Elementary	TSSSA		\$28,000.00
			Notes: Project Cherish - Collaboration with Nemours Hospital Project cost \$28,000 -services will be provided to 50 (students, parents, VPK staff and UCF college students). Costs will include 4 hour on board training for district staff with a 2 hour refresher course in the spring. Nemours will provide onsite classroom support weekly. They will provide 10 positive parenting sessions to be held after school or Saturdays. They will recruit and train 5 volunteers from UCF or Rollins college to work in the school with parents and students under their supervision.			
<b>4</b>	<b>III.4.</b>	<b>Incentives for Instructional Personnel</b>				<b>\$0.00</b>
<b>5</b>	<b>III.5.</b>	<b>Professional Development</b>				<b>\$21,390.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	330-Travel	1361 - Phyllis Wheatley Elementary	TSSSA		\$3,510.00
			Notes: Kagan training Sarasota FL Reg. \$219 X 6 Hotel \$250 x 6 Perdiem - \$58 x 6 Mileage (carpool) .58 X 200 X 3			
	6400	790-Miscellaneous Expenses	1361 - Phyllis Wheatley Elementary	TSSSA		\$750.00
			Notes: \$125 x 6 - Kagan training			
	6300	120-Classroom Teachers	1361 - Phyllis Wheatley Elementary	TSSSA		\$10,000.00
			Notes: Common Planning - 25 teachers x 2 hrs/month X 8 months X \$25/hr.			
	6300	210-Retirement	1361 - Phyllis Wheatley Elementary	TSSSA		\$1,000.00
			Notes: Retirement @ 10%			
	6300	220-Social Security	1361 - Phyllis Wheatley Elementary	TSSSA		\$765.00
			Notes: FICA @ 7.65%			
	6300	240-Workers Compensation	1361 - Phyllis Wheatley Elementary	TSSSA		\$33.00
			Notes: Workers comp			
	6400	510-Supplies	1361 - Phyllis Wheatley Elementary	TSSSA		\$2,207.50
			Notes: CHAMPS training DVD training \$995 \$49.50 X 25 participants training guide			
	6400	790-Miscellaneous Expenses	1361 - Phyllis Wheatley Elementary	TSSSA		\$3,125.00
			Notes: subs \$125 X 25			
<b>6</b>	<b>III.6.</b>	<b>Focused Instruction</b>				<b>\$74,420.02</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1361 - Phyllis Wheatley Elementary	TSSSA	1.0	\$50,900.00
			Notes: Interventionist tier II and III small group pull out			

**Orange - 1361 - Phyllis Wheatley Elementary - FDOE TSSSA 2020-21**

*Phyllis Wheatley Elementary*

	5100	210-Retirement	1361 - Phyllis Wheatley Elementary	TSSSA		\$5,090.00
			<i>Notes: Retirement @ 10%</i>			
	5100	220-Social Security	1361 - Phyllis Wheatley Elementary	TSSSA		\$3,893.85
			<i>Notes: FICA @ 7.65%</i>			
	5100	231-Health and Hospitalization	1361 - Phyllis Wheatley Elementary	TSSSA		\$9,288.60
			<i>Notes: Health Ins</i>			
	5100	232-Life Insurance	1361 - Phyllis Wheatley Elementary	TSSSA		\$35.94
			<i>Notes: Life Ins</i>			
	5100	240-Workers Compensation	1361 - Phyllis Wheatley Elementary	TSSSA		\$167.97
			<i>Notes: workers comp</i>			
	5100	250-Unemployment Compensation	1361 - Phyllis Wheatley Elementary	TSSSA		\$12.73
			<i>Notes: Unemployment</i>			
	5100	290-Other Employee Benefits	1361 - Phyllis Wheatley Elementary	TSSSA		\$1,280.93
			<i>Notes: Other employee benefits</i>			
	5100	510-Supplies	1361 - Phyllis Wheatley Elementary	TSSSA		\$3,750.00
			<i>Notes: Classroom Supplies - Misc. supplies 25 classes X \$150 per class -</i>			
<b>Total:</b>						<b>\$207,745.00</b>