

Orange County Public Schools

# Phillis Wheatley Elementary



## 2021-22 TSSSA Plan

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## Eligibility and Allocation

### Eligibility

Eligibility for 2021-22 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	Phillis Wheatley Elementary				\$199,420.00	

## 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.

The faith-based initiative is an extremely important component of Orange County Public Schools' efforts to cultivate on-going community involvement in neighborhood schools. Faith-based organizations harness the power of volunteerism and servant leadership. The targeted school will be adopted by a faith-based organization. Adopting a school consists of faith-based organizations allocating resources for the targeted school to maximize student success through increased family and community involvement. This initiative involves the community's full spectrum of faith-based organizations teaming with school administrators and parents.

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 continue to 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 continue to assist the school-based team in analyzing student diagnostic and common assessment data to ensure resources correlate to the cognitive demands of each learner. STO will continue to 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.

Students, faculty, and parents will be administered the Panorama Stakeholder survey during the 2021-2022 school year to assess student competencies, supports, and environment, as well as teacher skills and perspectives. The survey questions will be aligned to 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 strategies for SEL implementation to support students, faculty, and staff.

The targeted school will participate in the Caring School Community program. Caring School Community is a comprehensive, research-based social and emotional learning (SEL) program that builds school-wide community, develops students' social skills and SEL competencies, and enables a transformative stance on discipline. The program creates an avenue for teachers to promote positive behavior by delivering direct instruction focused on responsibility, empathy, and cooperation. Equally important, teachers are encouraged to create a classroom environment where students feel cared for, known, and heard.

The requested funds will be utilized to provide each teacher with \$250.00 to purchase classroom supplies and materials to support Social Emotional Learning.

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:**

36 classroom teachers (including special area teachers) x \$250.00 - \$9,000

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, 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 Homework Café twice a month. 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, math, and science strategies to assist students with their extended learning assignments at home. Each parent in attendance, will be provided with math manipulatives, leveled readers, white boards, J&J Science Boot Camp materials, and access to 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 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, math, and science resources aligned to the Florida Standards and access to increase student academic performance and social-emotional outcomes. 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:

Science Center- \$470.00

Homework Cafe- \$10,800 plus benefits

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

Resources- \$43,414.89

Lexia Reading - \$9,900

Science Bootcamp - \$1,540

Scholastic Literacy Pro (digital books) - \$4,500

Wordly Wise - \$5,322

Renaissance Accelerated Reader - \$5,124.91

Math Build-Up - \$3,020.82

Florida Support and Performance Coach - \$14,007.16

### 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 will improve school-wide culture and yield improved student behaviors.

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. 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.

Instructional personnel will be offered the opportunity to participate in professional learning outside of the school day. This includes planning and modeling standards-based lessons with colleagues. Requested funds will be utilized to provide teachers with supplements for participating in planning and professional learning opportunities beyond their duty day after



contract hours, Saturdays and during the summer.

Budget:\$28,905

41 teachers x 10 days x 3 hours

### **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

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 to facilitate small groups during tier ii and tier iii instruction.

Budget:

Tutors- \$31,478.11

### 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.

1	III.1.	Family and Community Partnerships	\$0.00
2	III.2.	Academic and Character Standards	\$0.00
3	III.3.	Parental Involvement	\$0.00
4	III.4.	Incentives for Instructional Personnel	\$0.00
5	III.5.	Professional Development	\$0.00
6	III.6.	Focused Instruction	\$0.00
Total:			\$0.00