Phillis Wheatley Elementary

2017-18 Schoolwide Improvement Plan

Phillis Wheatley Elementary

1475 MARVIN C ZANDERS AVE, Apopka, FL 32703

https://wheatleyes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	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.

Table of Contents

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 Phillis Wheatley Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Phillis Wheatley Elementary School is to lead our students to success with the support and involvement of our families and our community.

b. Provide the school's vision statement.

Phillis Wheatley Elementary will 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.

Wheatley Elementary has built a sense of community that fosters relationships between teachers and students. Teachers learn as much as possible about students' personal interests and backgrounds through classwork exercises including journal writing activities, data chats, student-teacher meetings, and class discussions. The entire staff at Wheatley also models appropriate behaviors to ensure that positive student behaviors are evident school-wide. There are mentoring programs for boys and girls where the faculty and staff have the opportunity to build meaningful relationships with students.

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

Wheatley Elementary has a school-wide discipline program, which is a systematic proactive approach that encourages positive and safe behavior. Students are greeted upon arrival by staff members and are provided a nutritious breakfast in the cafeteria. As students enter the classroom, teachers welcome them by name. During the school day, teachers create a non-threatening learning environment that encourages academic risk-taking which is a critical component for rigorous learning. High expectations for student learning are non-negotiable and communicated frequently. Positive behaviors are reinforced throughout the day using ClassDojo and a reward system called "Paws Bucks" and a "Panther of the Week" program which recognizes an outstanding student in each homeroom for the week. Teachers end the day with positive feedback and high expectations for the following day. Staff members ensure a safe and orderly dismissal.

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.

Wheatley Elementary implements a school-wide behavioral program, PAWS. PAWS is a systematic proactive approach that includes clear expectations for routines and procedures throughout the day. Behavior expectations are posted in classrooms, hallways and the cafeteria. The instructional and support staff have been trained to utilize PAWS in ensuring discipline is consistent throughout the school. Every nine weeks, the dean of students reviews the OCPS Code of Conduct with each grade level. The dean conducts discipline professional development for all teachers. An alternative classroom setting is available to meet the needs of students who are displaying difficulties in their homeroom setting. Incentives are also provided via a school store for students who demonstrate positive behaviors academically and socially. There is a discipline procedure that all teachers follow

to ensure students modify disruptive behavior and are quickly re-engaged in instruction. A behavior specialist ensures data is collected and an MTSS meeting is scheduled with parents of students whose behaviors remain disruptive to learning.

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.

Wheatley Elementary ensures that all students' social-emotional needs are being met through monthly character education-themed discussions, classroom guidance lessons, and small group social skills training. Teachers embed character traits throughout their daily instructional practices. The behavior specialist identifies at-risk students that need more behavior support through targeted behavior interventions. Once students are identified, they are progress monitored and interventions are modified based on data. External mental health agencies and licensed school-based personnel provide individual counseling for students in need. Mentoring programs have been established to foster the development of positive relationships with students and members of the community.

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.

Attendance below 90 percent- After two consecutive absences, teachers make communication with the parent regarding students absences. An incentive program is implemented for the classrooms with 90% or better attendance.

One or more suspensions- Wheatley utilizes a school-wide discipline program (PAWS). Through this program, students are taught positive behavior strategies and teachers communicate consistent routines and procedures throughout the learning day.

A level 1 score on the statewide, standardized assessments- Individual student data to include the lowest 30% is analyzed and disaggregated during weekly Professional Learning Communities (PLC) meetings. Reading deficiency letters and possible retention letters are drafted and communicated to parents during the beginning and mid-point of the school year.

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	9	20	15	12	12	10	0	0	0	0	0	0	0	78
One or more suspensions	1	1	1	3	3	5	0	0	0	0	0	0	0	14
Course failure in ELA or Math	25	28	30	41	57	15	0	0	0	0	0	0	0	196
Level 1 on statewide assessment	0	0	0	37	46	29	0	0	0	0	0	0	0	112

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	3	10	5	33	42	18	0	0	0	0	0	0	0	111

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

Utilizing the MTSS framework, students are progress monitored and placed in fluid intervention groups based on skill levels. Tier-II students are monitored every three weeks and Tier-III students are monitored on a bi-weekly basis. Additional reading intervention is provided during the extended hour at the end of each day. Additionally, Wheatley has implemented a mentoring program to support students that are exhibiting two or more of the early warning indicators.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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?
Yes

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

2. Description

We will increase parental involvement through PTA, SAC, CAT, curriculum nights, school performances, and award ceremonies.

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.

Through our relationships with our Partners in Education, we make use of the community's vast resources to enrich the lives of our students. We maintain communication with our partners through our volunteer coordinator about the specific needs of the school community. The leadership team identifies the school's needs to support student achievement and then the needs are shared with our Partners in Education. Our partners will then inform our volunteer coordinator of how they can support the needs of our students. Our PASS room (in-school suspension) is supervised by a pastor who is affiliated with one of our community partners. He provides counselling with the aim of having students return to class quickly and successfully. Our parent engagement liaison helps to foster great communication with parents, community partners and the school.

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
Atkinson, Linton	Principal
Wolfe, Wendy	Assistant Principal

b. Duties

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

Administration: Manages the daily operations of the school. Sets vision for problem-solving process and facilitates review of fidelity in implementation by conducting classroom walkthroughs and data meetings.

Instructional Coaches: Provide expertise on appropriate interventions for identified students' needs and facilitates the coaching cycle. They also participate in the design and delivery of professional development and support colleagues through mentoring, pushing in/pulling out of small groups/ individuals. They use the MTSS framework as a guide to facilitate professional learning community meetings that are focused on student performance and targeted needs/enrichment.

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.

Title I, Part A
The Title I plan and budget were developed based on the needs outlined in the School Improvement Plan. Funds will be used to provide an after-school program. The district coordinates Title I services for educational services and staff development.

Title I, Part C- Migrant
The district-based migrant liaison provides services and support as needed to qualifying students and parents.

Title I, Part D
The district receives funds for students in need of neglected and delinquent services.

Title II
Teachers participate regularly in research-based professional learning based on student assessment data to promote the implementation with fidelity of appropriate best practices to support district initiatives and academic/behavioral goals as set forth in the School Improvement Plan.

Title III
Funds for educational services, resources, and ELL support are provided through the district to improve the education of immigrants and English Language Learners.

Title X- Homeless
Our district homeless social worker provides resources such as social services, assistance with referrals, clothing, and other basic needs as identified for homeless students under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)
SAI funds are directed to the support of hiring intensive reading teachers.

Violence Prevention Programs
The school offers a non-violence and anti-drug program to students that incorporates Red Ribbon week, community service, and counseling. These events are provided by our School Resource Officer and Super Kids. Our dean of students and outside agency counselors provide resources to parents and families in need of support.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Linton Atkinson	Principal
Yolanda Shepherd	Parent
Marjorie Burbank	Teacher
Wendy Wolfe	Education Support Employee
Veronica Rogers	Parent
Todd Lamphere	Business/Community
Calence Brookins	Education Support Employee

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC members reviewed the 2016-17 school improvement plan. The goals, barriers, and strategies were discussed and SAC members provided feedback based on the academic and community needs. The SAC committee's ideas were generated and the SIP was monitored for effectiveness and changes were made throughout the year to meet the needs of the school.

b. Development of this school improvement plan

SAC and Community Action Team members analyzed school trends. They used a problem-solving process to create goals and action steps to develop the 2017-2018 school improvement plan.

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

Administrators reviewed 2017-18 budget and took recommendations from the SAC committee members during our annual budget meeting. The principal met with the leadership team and established a calendar of events based on budget recommendations.

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

The school improvement funds were used for parental involvement activities.Parents participated in content area make and takes where they created manipulatives and resources to help their children at home. Parents then took home the resources with them. Several Saturday classes were offered to students. They participated in enrichment activities and academic remediation.

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
Atkinson, Linton	Principal
Wolfe, Wendy	Assistant Principal

b. Duties

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

The major initiative of the LLT is to increase our percentage of students reading on grade level and above by implementing standards-based instruction and rigorous tasks. This will include Marzano's instructional strategies, side-by-side coaching, peer observations, and immediate feedback. In order to promote and support local and state literacy initiatives, we will plan and implement a school-wide literacy night, Accelerated Reader program, the Sunshine State Young Readers Program, and integrate ELA standards across all content areas.

D. Public and Collaborative Teaching

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

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

Wheatley Elementary promotes collaborative planning and instruction through common planning, reflective teaching, and shared ideas. We provide teachers with professional development which includes cognitive student engagement, rigorous tasks using Webb's Depth of Knowledge, Marzano's design questions, and differentiated instruction. Positive working relationships between teachers are ongoing through the use of mentoring, peer observations, collaborative feedback, and the coaching cycle. Teachers demonstrate their commitment by participating in goal-setting, attending academic nights and having high expectations that meet the needs of all students.

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

In order to recruit highly qualified teachers, our school provides teacher incentive pay along with retention pay.
Also our instructional coach, assigns mentors for beginning and new teachers to OCPS. Additionally, we build teacher capacity by facilitating ongoing professional development, providing common planning opportunities, and encouraging professional learning communities. We also recognize teacher attendance with incentives monthly.

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

Our teacher mentoring program is designed to increase our retention of highly qualified, beginning teachers. Our program includes orientation, professional development, peer observations, and personal and professional support for beginning and other identified teachers. The majority of our mentors and mentees are paired based on their grade level with teachers that have a proven track of increasing student achievement. Our mentoring program will provide the tools necessary for our beginning and targeted teachers to become reflective classroom teachers.

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.

Wheatley Elementary ensures that core instruction is aligned with the Florida Standards. Through collaboration, the teachers use the items specifications, scope and sequence, instructional focus calendars, and measurement topic plans to create unit plans that include common assessments and rigorous lesson progressions. The instructional programs and materials are used to support the Florida standards. The administrative team will conduct ongoing professional development to assist with deconstructing 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.

Wheatley Elementary uses formative assessment, mini measures and intervention data sources to identify our Tier II and Tier III students. The leadership team will conduct weekly PLC meetings with grade levels. Teachers will differentiate instruction using grouping methods based on student data. In addition, students are identified and placed in their intervention group for a minimum of thirty minutes based on assessment data.

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: After School Program

Minutes added to school year: 14,400

The After School Program is offered to students in 2-5. The curriculum focuses on building students' skills in math concepts and reading foundation and comprehension. Students also participate in art, mentoring, movement and music.

Strategy Rationale

Wheatley will increase enrichment activities through project-based learning to enhance students learning.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Atkinson, Linton, linton.atkinson@ocps.net

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

Enrichment outcomes will be measured by progress monitoring assessments and surveys monthly.

Strategy: Extended School Day

Minutes added to school year: 10,800

Based on the 2017 Florida Standards Assessments (FSA) reading scores, a requirement was set by the state to add one extra hour of reading instruction to the regular school day.

Strategy Rationale

An extra hour added to the school day gives students the opportunity for extended learning in reading and provides a positive impact on their academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Atkinson, Linton, linton.atkinson@ocps.net

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

Administrators will progress monitor instruction using the iObservation tool and formative assessment data bi-weekly.

Strategy: Before School Program

Minutes added to school year: 5,340

The media center will be open before school to encourage independent reading by providing additional time for students to check out books, complete research projects, and academic computer-based programs. It will also be opened to parents and students for at least one Saturday monthly. Students will be able to use learning platforms such as IReady, Lexia and Reflex

Strategy Rationale

The extended media center hours will provide students the opportunity to engage in reading and online technology outside of the classroom.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wolfe, Wendy, wendy.wolfe@ocps.net

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

Media center sign-in sheets, IReady, Accelerated Reader, and Lexia usage reports

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.

Local preschools, Head Start, VPK and daycares are welcome to visit our campus. A Kindergarten "Round-up" is scheduled every Spring to register students and provide vital information for prospective kindergartners and their parents.

Parents are encouraged to bring their students to "Meet the Teacher" during preplanning week and also participate in Open House.

The "transition" from preschool to kindergarten begins with diagnostic evaluations. The data is then used to drive the instruction.

School volunteers assist kindergarten teachers throughout the school year, especially in the beginning of the year. Volunteers provide the extra attention with students who are experiencing transitional difficulties.

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.

Wheatley uses various strategies to bring awareness of college and career readiness. We promote digital curriculum through the use of IReady, Reading Plus, Lexia, and Reflex. Students also have the

opportunity to participate in the Teach-In where business partners and other community stakeholders present information about their careers and their career pathways. Our students are provided opportunities to participate in SECME STEM competitions and the Science Olympiad to promote interest in careers in the science and math fields.

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

NA

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

NA

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.

NA

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"Â? 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

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

Strategic Goals Summary

G1.   Wheatley Elementary will increase ELA and Mathematics learning gains in the lowest 25% and in the top 25% when students perform at the rigor of their grade level standards. (OCPS Division Priority: Narrow Achievement Gaps)).

G2.   Wheatley Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups through collaboration among parents, community partners, and teachers. (OCPS Division Priority: Accelerate Student Performance)

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. Wheatley Elementary will increase ELA and Mathematics learning gains in the lowest 25% and in the top 25% when students perform at the rigor of their grade level standards. (OCPS Division Priority: Narrow Achievement Gaps)). `1a`

🔑 G095637

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Reading - African American	62.0
AMO Reading - Hispanic	68.0
AMO Reading - ELL	64.0
AMO Reading - White	52.0
AMO Reading - ED	63.0
AMO Reading - SWD	57.0
ELA/Reading Gains	0.0
ELA/Reading Lowest 25% Gains	0.0

Targeted Barriers to Achieving the Goal `3`

- Staff and stakeholders lack a full understanding of the depth and rigor of the standards.

- Teachers lack consistency in ensuring the delivery of rigorous standards-based instruction.

- Teachers lack understanding of analyzing ELA and Math learning gains for the lowest 25% and the top 25%

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Items Specifications (FCAT and FSA)

- Measurement Topic Plans

- Content Resource Materials - Enhanced Reesources

- Instructional Focus Calendars

Plan to Monitor Progress Toward G1. `8`

The leadership team will analyze mini measures data after each unit of instruction to measure progress toward achieving our goal. Adjustments will be made based on data.

Person Responsible
Linton Atkinson

Schedule
Every 3 Weeks, from 8/16/2017 to 6/8/2018

Evidence of Completion
Assessment data

G2. Wheatley Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups through collaboration among parents, community partners, and teachers. (OCPS Division Priority: Accelerate Student Performance) 1a

🔑 G095638

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
ELA/Reading Gains	40.0
ELA/Reading Lowest 25% Gains	40.0
AMO Math - All Students	61.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- There is limited parental and community involvement that purposefully promotes student learning for all subgroups.
- Parents and community partners have limited resources and knowledge to support student who in all subgroups

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math manipulatives
- IMS
- CPalms
- Think Central
- Houghton Mifflin Journeys
- Go Math
- Florida Standards
- Instructional Focus Calendars
- Reading books

Plan to Monitor Progress Toward G2. 8

Analyze student data, Panther Academy logs, feedback and mini measures of learning and other sources of student data to determine progress of all subgroups toward the goal.

Person Responsible
Linton Atkinson

Schedule
Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion
Assessment data; Panther Academy logs and feedback protocol

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. Wheatley Elementary will increase ELA and Mathematics learning gains in the lowest 25% and in the top 25% when students perform at the rigor of their grade level standards. (OCPS Division Priority: Narrow Achievement Gaps)). [1]

🔑 G095637

> **G1.B1** Staff and stakeholders lack a full understanding of the depth and rigor of the standards. [2]
>
> 🔑 B257519

> > **G1.B1.S1** Staff and stakeholders will develop a deeper understanding of Math, ELA, and Science Standards. [4]
> >
> > 🔑 S272480

Strategy Rationale

A deeper understanding of Math, ELA, and Science standards will help ensure teachers plan tasks that require students to perform to the rigor of the standard.

Action Step 1 [5]

Coaches and administration will facilitate weekly common planning to help staff and stakeholders understand the depth and rigor of deconstructed standards.

Person Responsible

Linton Atkinson

Schedule

Weekly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Agendas, teacher notes, and minutes that are turned in from common planning sessions.

Action Step 2 [5]

Teachers will practice the delivery of rigorous lessons during weekly common planning.

Person Responsible

Linton Atkinson

Schedule

Weekly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Agendas, teacher notes, and minutes that are turned in from common planning sessions.

Action Step 3 `5`

Instructional coaches will provide coaching support to help teachers implement rigorous standards-based instruction.

Person Responsible

Wendy Wolfe

Schedule

Weekly, from 8/14/2017 to 6/8/2018

Evidence of Completion

coaching logs, calendars, and teacher reflections, improved instruction during walkthroughs, administration feedback.

Action Step 4 `5`

During bi-weekly PLC meetings, teachers and academic coaches will use the MTSS framework to review the correlation among student performance in tiers 1, 2 and 3, instructional practices and rigorous standards based instruction.

Person Responsible

Wendy Wolfe

Schedule

Biweekly, from 8/16/2017 to 6/7/2018

Evidence of Completion

Action Step 5 `5`

The school's District Professional Learning Community (DPLC) team will attend district training and collaborate with their respective teams to ensure an improvement in literacy strategies and student achievement.

Person Responsible

Linton Atkinson

Schedule

Monthly, from 8/31/2017 to 6/29/2018

Evidence of Completion

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

Administrators will review common planning minutes, observe common planning sessions and participate in Professional Learning Community meetings bi-weekly

Person Responsible

Linton Atkinson

Schedule

Weekly, from 8/16/2017 to 6/8/2018

Evidence of Completion

Administrators will provide comments on common planning meeting minutes and feedback in iObservation after observing classroom instruction.

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

Administrators monitor for effectiveness by analyzing mini measures of learning data, formative assessments and BAS data to determine if the instructional tasks planned are impacting student achievement.

Person Responsible

Linton Atkinson

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

IReady Progress monitoring data, and Running Records data

G1.B2 Teachers lack consistency in ensuring the delivery of rigorous standards-based instruction. 2

🔑 B257520

G1.B2.S1 Leadership team will conduct collaborative classroom walkthroughs (SMART-Walks) to collect data on the application of rigorous standards-based instruction. 4

🔑 S272481

Strategy Rationale

The SMART-Walks will allow for trend analysis to inform professional development plans as well as identify opportunities for improvement that can be addressed through common planning or coaching cycle.

Action Step 1 5

Leadership team will create a classroom observation protocol (SMART-Walks) that monitors rigorous standards-based instruction.

Person Responsible

Linton Atkinson

Schedule

On 10/25/2017

Evidence of Completion

The SMART-Walks classroom observation tool.

Action Step 2 5

The leadership team will use the classroom observation protocol to collect data on the implementation of rigorous standards-based instruction during SMART-Walks.

Person Responsible

Linton Atkinson

Schedule

Biweekly, from 8/28/2017 to 6/8/2018

Evidence of Completion

Smart-Walk data collected by the leadership team.

Action Step 3 `5`

Leadership team will use SMART-Walks data to problem solve and provide differentiated support to increase the implementation of rigorous standards-based instruction.

Person Responsible

Wendy Wolfe

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Quantified SMART-walks data, differentiated support log, leadership problem-solving notes.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administrators will schedule SMART Walks for leadership team monthly.

Person Responsible

Linton Atkinson

Schedule

Monthly, from 8/28/2017 to 6/8/2018

Evidence of Completion

Quantified SMART-Walks schedule; SMART Walk Data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

We will analyze classroom walk-through data, SMART-Walk data and student achievement data, and identify trends to make instructional decisions.

Person Responsible

Linton Atkinson

Schedule

Biweekly, from 8/28/2017 to 6/8/2018

Evidence of Completion

iObservation data and student achievement data

G1.B3 Teachers lack understanding of analyzing ELA and Math learning gains for the lowest 25% and the top 25% 2

🔍 B257521

G1.B3.S1 The MTSS Framework is not being utilized effectively to monitor student achievement for the lowest 25% and the top 25%. 4

🔍 S272482

Strategy Rationale

Student achievement should be monitored in Tiers I, II and III to effectively determine deficiencies and targeting students' needs. This will impact student performance in the lowest 25% and the top 25%.

Action Step 1 5

Teachers will be provided professional development on how to track student data using the MTSS framework

Person Responsible

Linton Atkinson

Schedule

On 8/23/2017

Evidence of Completion

MTSS spreadsheet with updated teacher data monthly

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will update data spreadsheet bi-weekly with an emphasis on tracking the learning gains for the lowest 25% and the top 25%.

Person Responsible

Linton Atkinson

Schedule

Biweekly, from 8/16/2017 to 6/8/2018

Evidence of Completion

Updated data spreadsheet showing intervention and tier II data; Tier III schedule with data; Enrichment data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Students will track their own data with weekly data updates, data chats and reflections.

Person Responsible

Linton Atkinson

Schedule

Weekly, from 8/25/2017 to 6/8/2018

Evidence of Completion

Student data binders, student data conference sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

PLC bi-weekly meetings to discuss Math and ELA learning gains for the lowest 25% and the top 25%

Person Responsible

Linton Atkinson

Schedule

Biweekly, from 8/16/2017 to 6/8/2018

Evidence of Completion

Student achievement data; bi-weekly progress monitoring data

G2. Wheatley Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups through collaboration among parents, community partners, and teachers. (OCPS Division Priority: Accelerate Student Performance) 1

🔑 G095638

G2.B1 There is limited parental and community involvement that purposefully promotes student learning for all subgroups. 2

🔑 B257523

G2.B1.S1 School administrators will provide involvement opportunities for collaboration among teachers, parents and community partners in order to increase ELA, Math and Science proficiency in all subgroups. 4

🔑 S272483

Strategy Rationale

Collaboration among teachers, parents and community partners will help parents and community partners understand the requirements of the new standards and expectations.

Action Step 1 5

The school leadership team will create opportunities for parents, and community partners to increase involvement that will positively impact the learning of students in all subgroups.

Person Responsible

Wendy Wolfe

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Agendas from Panther Academy, sign-in sheets, parental feedback survey, teachers survey.

Action Step 2 5

The school leadership team will recruit a team of parent and community partners to assist teachers in classrooms to improve student learning.

Person Responsible

Wendy Wolfe

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

ADDitions logs, partners' participation logs, observations of small group instruction being led by parents and community partners.

Action Step 3 `5`

The school leadership team will partner with the PTA to recognize parents and community partners on a monthly basis for their involvement in promoting learning in all subgroups

Person Responsible

Wendy Wolfe

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

ADDitions logs, partners' participation logs and agendas from Panther Academy; Assessment data for subgroups

Action Step 4 `5`

The Parent Engagement Liaison will provide multiple resources to assist parents of students in all subgroups with the aim of increasing student proficiency.

Person Responsible

Wendy Wolf

Schedule

Biweekly, from 8/7/2017 to 6/8/2018

Evidence of Completion

Parent contact logs, ADDitions logs; weekly communication; Newsletter; student data for subgroups

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

Administrators will create and maintain data spreadsheets to track parental and community engagement and the progress of students in all subgroups

Person Responsible

Wendy Wolfe

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

ConnecEd Messages, ADDitions logs, monthlly newsletters; student data

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

School leadership team will analyze data for all subgroups

Person Responsible

Linton Atkinson

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

student data; data notes

G2.B2 Parents and community partners have limited resources and knowledge to support student who in all subgroups 2

🔍 B257524

G2.B2.S1 The school leadership team will provide community support and increase the capacity of parents for them to appropriately help students at home to improve student learning. 4

🔍 S272484

Strategy Rationale

Since our students are only with the school 12% of the year it is vital to support and increase the capacity of the other adults in their lives to positively impact student learning.

Action Step 1 5

The school leadership will provide learning tools and resources for parents and community partners to help them increase student learning.

Person Responsible

Wendy Wolfe

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Tool kits sent home, learning video resources on Schooltube website, resources on school website, attendance logs from make-and-take events.

Action Step 2 5

The school leadership team will provide monthly academic workshops for parents and community partners to help them increase student learning.

Person Responsible

Linton Atkinson

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Agendas and attendance logs from Panther Academy.

Action Step 3 `5`

The leadership team, in collaboration with community partners, will provide targeted social resources to parents monthly.

Person Responsible

Linton Atkinson

Schedule

Monthly, from 9/29/2017 to 5/18/2018

Evidence of Completion

Panther Academy logs; Newsletters; Love Pantry emails and logs; CommUNITY Connect agendas and logs.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Administrators will create workshop schedule and agenda. Stakeholders will be invited to monthly Panther Academy.

Person Responsible

Wendy Wolfe

Schedule

Monthly, from 9/29/2017 to 5/18/2018

Evidence of Completion

Agendas and surveys from Panther Academy

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

The leadership team will create workshop PowerPoint presentations on various content-specific strategies to be used at home. Facilitators will gather feedback from participants.

Person Responsible

Linton Atkinson

Schedule

Monthly, from 8/31/2017 to 5/18/2018

Evidence of Completion

Feedback, attendance logs, PowerPoint presentations

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.B3.S1.A1 🔍 A365657	Teachers will be provided professional development on how to track student data using the MTSS...	Atkinson, Linton	8/16/2017	MTSS spreadsheet with updated teacher data monthly	8/23/2017 one-time
G1.B2.S1.A1 🔍 A365654	Leadership team will create a classroom observation protocol (SMART-Walks) that monitors rigorous...	Atkinson, Linton	8/28/2017	The SMART-Walks classroom observation tool.	10/25/2017 one-time
G2.B2.S1.MA1 🔍 M391510	The leadership team will create workshop PowerPoint presentations on various content-specific...	Atkinson, Linton	8/31/2017	Feedback, attendance logs, PowerPoint presentations	5/18/2018 monthly
G2.B2.S1.MA1 🔍 M391511	Administrators will create workshop schedule and agenda. Stakeholders will be invited to monthly...	Wolfe, Wendy	9/29/2017	Agendas and surveys from Panther Academy	5/18/2018 monthly
G2.B2.S1.A3 🔍 A365664	The leadership team, in collaboration with community partners, will provide targeted social...	Atkinson, Linton	9/29/2017	Panther Academy logs; Newsletters; Love Pantry emails and logs; CommUNITY Connect agendas and logs.	5/18/2018 monthly
G1.B2.S1.A3 🔍 A365656	Leadership team will use SMART-Walks data to problem solve and provide differentiated support to...	Wolfe, Wendy	8/14/2017	Quantified SMART-walks data, differentiated support log, leadership problem-solving notes.	5/25/2018 biweekly
G2.B1.S1.A1 🔍 A365658	The school leadership team will create opportunities for parents, and community partners to...	Wolfe, Wendy	8/14/2017	Agendas from Panther Academy, sign-in sheets, parental feedback survey, teachers survey.	5/25/2018 monthly
G2.B1.S1.A2 🔍 A365659	The school leadership team will recruit a team of parent and community partners to assist teachers...	Wolfe, Wendy	8/14/2017	ADDitions logs, partners' participation logs, observations of small group instruction being led by parents and community partners.	5/25/2018 monthly
G2.B1.S1.A3 🔍 A365660	The school leadership team will partner with the PTA to recognize parents and community partners on...	Wolfe, Wendy	8/14/2017	ADDitions logs, partners' participation logs and agendas from Panther Academy; Assessment data for subgroups	5/25/2018 monthly
G2.B2.S1.A1 🔍 A365662	The school leadership will provide learning tools and resources for parents and community partners...	Wolfe, Wendy	8/14/2017	Tool kits sent home, learning video resources on Schooltube website, resources on school website, attendance logs from make-and-take events.	5/25/2018 monthly
G2.B2.S1.A2 🔍 A365663	The school leadership team will provide monthly academic workshops for parents and community...	Atkinson, Linton	8/14/2017	Agendas and attendance logs from Panther Academy.	5/25/2018 monthly
G1.B1.S1.A4 🔍 A365652	During bi-weekly PLC meetings, teachers and academic coaches will use the MTSS framework to review...	Wolfe, Wendy	8/16/2017		6/7/2018 biweekly
G1.MA1 🔍 M391507	The leadership team will analyze mini measures data after each unit of instruction to measure...	Atkinson, Linton	8/16/2017	Assessment data	6/8/2018 every-3-weeks
G2.MA1 🔍 M391512	Analyze student data, Panther Academy logs, feedback and mini measures of learning and other...	Atkinson, Linton	8/14/2017	Assessment data; Panther Academy logs and feedback protocol	6/8/2018 monthly
G1.B1.S1.MA1 🔍 M391500	Administrators monitor for effectiveness by analyzing mini measures of learning data, formative...	Atkinson, Linton	8/14/2017	IReady Progress monitoring data, and Running Records data	6/8/2018 monthly
G1.B1.S1.MA1 🔍 M391501	Administrators will review common planning minutes, observe common planning sessions and...	Atkinson, Linton	8/16/2017	Administrators will provide comments on common planning meeting minutes and feedback in iObservation after observing classroom instruction.	6/8/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1 A365649	Coaches and administration will facilitate weekly common planning to help staff and stakeholders...	Atkinson, Linton	8/14/2017	Agendas, teacher notes, and minutes that are turned in from common planning sessions.	6/8/2018 weekly
G1.B1.S1.A2 A365650	Teachers will practice the delivery of rigorous lessons during weekly common planning.	Atkinson, Linton	8/14/2017	Agendas, teacher notes, and minutes that are turned in from common planning sessions.	6/8/2018 weekly
G1.B1.S1.A3 A365651	Instructional coaches will provide coaching support to help teachers implement rigorous...	Wolfe, Wendy	8/14/2017	coaching logs, calendars, and teacher reflections, improved instruction during walkthroughs, administration feedback.	6/8/2018 weekly
G1.B2.S1.MA1 M391502	We will analyze classroom walk-through data, SMART-Walk data and student achievement data, and...	Atkinson, Linton	8/28/2017	iObservation data and student achievement data	6/8/2018 biweekly
G1.B2.S1.MA1 M391503	Administrators will schedule SMART Walks for leadership team monthly.	Atkinson, Linton	8/28/2017	Quantified SMART-Walks schedule; SMART Walk Data	6/8/2018 monthly
G1.B2.S1.A2 A365655	The leadership team will use the classroom observation protocol to collect data on the...	Atkinson, Linton	8/28/2017	Smart-Walk data collected by the leadership team.	6/8/2018 biweekly
G1.B3.S1.MA1 M391504	PLC bi-weekly meetings to discuss Math and ELA learning gains for the lowest 25% and the top 25%	Atkinson, Linton	8/16/2017	Student achievement data; bi-weekly progress monitoring data	6/8/2018 biweekly
G1.B3.S1.MA1 M391505	Teachers will update data spreadsheet bi-weekly with an emphasis on tracking the learning gains for...	Atkinson, Linton	8/16/2017	Updated data spreadsheet showing intervention and tier II data; Tier III schedule with data; Enrichment data	6/8/2018 biweekly
G1.B3.S1.MA3 M391506	Students will track their own data with weekly data updates, data chats and reflections.	Atkinson, Linton	8/25/2017	Student data binders, student data conference sheets	6/8/2018 weekly
G2.B1.S1.MA1 M391508	School leadership team will analyze data for all subgroups	Atkinson, Linton	8/14/2017	student data; data notes	6/8/2018 monthly
G2.B1.S1.MA1 M391509	Administrators will create and maintain data spreadsheets to track parental and community...	Wolfe, Wendy	8/14/2017	ConnecEd Messages, ADDitions logs, monthlly newsletters; student data	6/8/2018 monthly
G2.B1.S1.A4 A365661	The Parent Engagement Liaison will provide multiple resources to assist parents of students in all...	Wolf, Wendy	8/7/2017	Parent contact logs, ADDitions logs; weekly communication; Newsletter; student data for subgroups	6/8/2018 biweekly
G1.B1.S1.A5 A365653	The school's District Professional Learning Community (DPLC) team will attend district training and...	Atkinson, Linton	8/31/2017		6/29/2018 monthly

V. Professional Development Opportunities

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

G1. Wheatley Elementary will increase ELA and Mathematics learning gains in the lowest 25% and in the top 25% when students perform at the rigor of their grade level standards. (OCPS Division Priority: Narrow Achievement Gaps)).

G1.B1 Staff and stakeholders lack a full understanding of the depth and rigor of the standards.

G1.B1.S1 Staff and stakeholders will develop a deeper understanding of Math, ELA, and Science Standards.

PD Opportunity 1

Instructional coaches will provide coaching support to help teachers implement rigorous standards-based instruction.

Facilitator

Wendy Appleby

Participants

Coaches

Schedule

Weekly, from 8/14/2017 to 6/8/2018

G1.B3 Teachers lack understanding of analyzing ELA and Math learning gains for the lowest 25% and the top 25%

G1.B3.S1 The MTSS Framework is not being utilized effectively to monitor student achievement for the lowest 25% and the top 25%.

PD Opportunity 1

Teachers will be provided professional development on how to track student data using the MTSS framework

Facilitator

Judith Wilson

Participants

Teachers

Schedule

On 8/23/2017

G2. Wheatley Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups through collaboration among parents, community partners, and teachers. (OCPS Division Priority: Accelerate Student Performance)

G2.B1 There is limited parental and community involvement that purposefully promotes student learning for all subgroups.

G2.B1.S1 School administrators will provide involvement opportunities for collaboration among teachers, parents and community partners in order to increase ELA, Math and Science proficiency in all subgroups.

PD Opportunity 1

The school leadership team will create opportunities for parents, and community partners to increase involvement that will positively impact the learning of students in all subgroups.

Facilitator

School-based coaches

Participants

K-5 teachers

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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	Coaches and administration will facilitate weekly common planning to help staff and stakeholders understand the depth and rigor of deconstructed standards.	$0.00
2	G1.B1.S1.A2	Teachers will practice the delivery of rigorous lessons during weekly common planning.	$0.00
3	G1.B1.S1.A3	Instructional coaches will provide coaching support to help teachers implement rigorous standards-based instruction.	$0.00
4	G1.B1.S1.A4	During bi-weekly PLC meetings, teachers and academic coaches will use the MTSS framework to review the correlation among student performance in tiers 1, 2 and 3, instructional practices and rigorous standards based instruction.	$0.00
5	G1.B1.S1.A5	The school's District Professional Learning Community (DPLC) team will attend district training and collaborate with their respective teams to ensure an improvement in literacy strategies and student achievement.	$0.00
6	G1.B2.S1.A1	Leadership team will create a classroom observation protocol (SMART-Walks) that monitors rigorous standards-based instruction.	$0.00
7	G1.B2.S1.A2	The leadership team will use the classroom observation protocol to collect data on the implementation of rigorous standards-based instruction during SMART-Walks.	$0.00
8	G1.B2.S1.A3	Leadership team will use SMART-Walks data to problem solve and provide differentiated support to increase the implementation of rigorous standards-based instruction.	$0.00
9	G1.B3.S1.A1	Teachers will be provided professional development on how to track student data using the MTSS framework	$0.00
10	G2.B1.S1.A1	The school leadership team will create opportunities for parents, and community partners to increase involvement that will positively impact the learning of students in all subgroups.	$0.00
11	G2.B1.S1.A2	The school leadership team will recruit a team of parent and community partners to assist teachers in classrooms to improve student learning.	$0.00
12	G2.B1.S1.A3	The school leadership team will partner with the PTA to recognize parents and community partners on a monthly basis for their involvement in promoting learning in all subgroups	$0.00
13	G2.B1.S1.A4	The Parent Engagement Liaison will provide multiple resources to assist parents of students in all subgroups with the aim of increasing student proficiency.	$0.00
14	G2.B2.S1.A1	The school leadership will provide learning tools and resources for parents and community partners to help them increase student learning.	$0.00
15	G2.B2.S1.A2	The school leadership team will provide monthly academic workshops for parents and community partners to help them increase student learning.	$0.00
16	G2.B2.S1.A3	The leadership team, in collaboration with community partners, will provide targeted social resources to parents monthly.	$0.00
		Total:	$0.00