Phyllis Wheatley Elementary School

2017-18 Schoolwide Improvement Plan

Phyllis Wheatley Elementary School

1801 NW 1ST PL, Miami, FL 33136

http://pwes.dadeschools.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	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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 Dade County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Phyllis Wheatley Elementary School

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.

At Phillis Wheatley Elementary School, CHILDREN COME FIRST. We believe all of our students have the right to meet their fullest potential so they may become productive citizens in our society.

b. Provide the school's vision statement.

At Phillis Wheatley Elementary School, we are preparing our students to meet world class standards and are committed to the development of academic excellence with parental and community involvement. Phillis Wheatley Elementary is a "Positive Behavior Support" school with high academic and behavior expectations for our students.

2. School Environment

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

At Phillis Wheatley Elementary School, we learn about our students' cultures and we build relationships by actually reaching into the community and understanding the population itself. Teachers and staff are able to learn about the different cultures of our students and parents throughout the year by becoming involved. Additionally, teacher conferences provide the one on one conversation that assist in establishing strong supportive relationships amongst teachers and their students. Furthermore, as the District celebrates the different ethnic groups throughout the year, a variety of activities and lessons are presented that allow both teachers and students to display pride in their culture. Once the teachers and other staff members understand certain customs as it relates to various cultures; it paves a smooth transition on how to relate to students in different situations. Our goal is to further equip students with all of the skills necessary to become life-long learners and academic competitors in the global economy.

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

Phillis Wheatley Elementary is a "Positive Behavior Support" school with high academic and behavior expectations for our students. Throughout the school-year, staff members receive training and information on the implementation of PBS. PBS is not a strategy but a framework, continuum of support, and a way to organize behavior and academic needs of our students and school. We believe by promoting and modeling positive behaviors, students will develop the skills and behaviors needed to be successful learners. At Phillis Wheatley Elementary, our aim is to build effective environments in which positive behavior is more effective than problem behavior. When all stakeholders collaborate to deliver effective instruction and intervention services, we can avoid classroom disruptions and achieve a positive school climate.

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

At Phillis Wheatley Elementary School, we emphasize model behavior via our Positive Behavior Support (PBS) program. Staff members use the Class Dojo program school-wide which allows for

students to gain points for positive behavior and appropriate instructional practice throughout the school day. During each month, a character value will be introduced and presented to students via discussions and classroom activities, presented by the guidance counselor and classroom teachers. This is infused with the school district's "Value's Matter Miami" initiative. The student who demonstrates that month's character value will be nominated by their homeroom teacher as Student-of-the-Month. Students will be recognized at a monthly breakfast, receive a Student-of-the-Month T-shirt, certificate, and pencil.

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.

Phillis Wheatley Elementary has a high level of community involvement and partnerships. Currently, we have established the following partnerships with community agencies and businesses: Big Brothers Big Sisters, Carnival Miami Kiwanis Club of Little Havana, HandsOn Miami, Miami Community Redevelopment Agency (Omni & Midtown), Club Med, and the Overtown Youth Center. These agencies and businesses provide informational workshops and resources to students, parents, and staff. Furthermore, Phillis Wheatley Elementary also collaborates with surrounding youth service institutions, such as the Overtown Youth Center, Miami Rescue Mission Touch Miami with Love (TML), and the YWCA, which offer services to children, youth, and families. For example, the Overtown Youth Center provides our students with after school tutorial services and mentoring programs. Also, the Miami Rescue Mission plays a vital role in providing after school transportation for our students. The primary objective for these institutions are to cultivate youth leadership through after-school enrichment, sports development, neighborhood partnership programs, and technology.

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.

At Phillis Wheatley Elementary, the early warning system is heavily supported by the School Support Team & Leadership Team. Any staff member can identify a student that seems to need the services of one of the support staff. At our school, either the counselor or school social worker will be able to address the student's needs. Our Attendance Review Committee monitors excessive absences and tardy students. Administration monitors students with academic concerns.

The following is a list of the indicators that are monitored by the school:
*Students missing more than 10% of the attendance
*Students who perform at a Level 1 in Reading and/or mathematics
*Students that were retained in the previous 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	4	6	1	1	1	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	2	5	6	7	15	11	0	0	0	0	0	0	0	46
Retentions	0	2	4	0	4	0	0	0	0	0	0	0	0	10

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	4	7	0	12	7	0	0	0	0	0	0	0	33

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

These students are counseled by support personnel and monitored again after two weeks have passed. Parents are informed and data chats will be held with the teacher and counselor to address the students' areas of need. If the grades persist, the teacher will be informed of a future conference. Students who meet the attendance criteria and other positive actions will be rewarded with treats by administration. Those who are not adhering with the plan will have to serve one of the consequences. After meeting with support personnel and the indicators continue to occur, a conference is scheduled with the student and their parents.

B. Family and Community Engagement

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

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

The school will work at building positive relationships with families by inviting all stakeholders to school events, workshops, EESAC & PTA Meetings, and other school related activities.

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.

Phillis Wheatley Elementary School collaborates with surrounding youth service institutions, such as the Overtown Youth Center, Miami Rescue Mission, and the YWCA, which offer services to children, youth, and families. For example, the Overtown Youth Center provides our students with after school tutorial services and mentoring programs. Also, the Miami Rescue Mission plays a vital role in providing after school transportation for our students. The primary objective for these institutions are to cultivate youth leadership through after-school enrichment, sports development, neighborhood partnership programs, and technology.

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
Williams, Cathy	Principal
Lazo, Michael	Assistant Principal
Ordaz, Myriam	Instructional Coach
Brown, Iatarra	School Counselor
Wiener, Stacey	Instructional Media
Knights, Jeanny	Instructional Coach
Houchen-Bemis, Becky	Psychologist
Rinehart, Amber	Attendance/Social Work

b. Duties

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

• Cathy M. Williams, Principal: will provide a common vision for the use of data-based decision-making, ensure that the school based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

•Michael Lazo, Assistant Principal: will provide guidance on K-12 comprehensive reading, mathematics, and science plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans

Jeanny Knights, Myriam Ordaz, Instructional Coaches: will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches, and identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment.

• Iatarra Brown, School Guidance Counselor/Student Success Coach: will provide quality services and expertise on issues ranging from program design assessment, attendance and intervention with individual students.

• Amber Rinehart-Perez, School Social Worker: will provide interventions; continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

• Dr. Becky Houchen-Bemis, School Psychologist: will participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

• Stacey Wiener, Media Specialist: will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

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.

The MTSS is completely supported by the administrative team of the school along with all members of the Team. Communication is key when supporting the MTSS process. All TEAM members work with the teachers and staff at Phillis Wheatley Elementary to keep the system effectively flowing. Frequent meetings helps keep all members in communication while highlighting both short and long term goals.

Title I, Part A
Teacher, Paraprofessionals and Community Involvement Specialist
At Phillis Wheatley Elementary School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, pull-out tutorial). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. School Administration develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services, and special support services to special needs populations such as homeless, neglected and delinquent students.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II
Phillis Wheatley Elementary School uses supplemental funds for improving basic education as follows:
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III
At Phillis Wheatley Elementary School, Title III funds are used to provide reading and supplementary instructional materials (K-12).

Title X- Homeless
District Homeless Social Worker/Liaison provides resources (clothing, school supplies, and social services referrals) to students from Phillis Wheatley Elementary School identified as homeless under

the McKinney- Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselor.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or School Counselor is also a component of this program.
• School Counselor focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs
Phillis Wheatley Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program (school breakfast, school lunch, and after care snack) follows the Healthy Food
and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Laura Philpot	Parent
Myriam Ordaz	Teacher
Iatarra Brown	Teacher
Martha Rivero	Education Support Employee
Tina Brown	Business/Community
Jeanny Knights	Teacher
Britney Thompson	Teacher
Danise Alvarado	Parent
Vanessa Kawa	Teacher
Geutney Clermont	Teacher
Cerious Overton	Student
Toussani Parker	Student
Cathy M. Williams	Principal
Harry Charles	Business/Community
Andrea Mohr	Business/Community
Malcolm Hannah	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In the previous year, the council was able to review district school data to assist in school-wide decisions that was used to promote academic growth and provided additional suggestions for instructional support. The council also reviewed the school's attendance and disciplinary policies. Suggestions were made in order to better improve attendance and student behavior school-wide. In addition, the council worked closely with the School Principal and Community Involvement Specialist in order to build upon parental involvement and community partners by providing parental workshops at the school site.

b. Development of this school improvement plan

The School Advisory Council will meet monthly to monitor, evaluate, and modify, if necessary the goals, strategies, and evaluation tools outlined in the School Improvement Plan. In addition, the School Advisory Council will provide support to all stakeholders to increase program effectiveness of instruction programs and student achievement.

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

This year, the SAC decided that the funds will be allocated for students in two different venues. Allocated monies would be spent on purchasing award ceremony medals and certificates for student achievement and
student attendance. In addition, allocated monies will be spent on purchasing incentives for students who
achieve a prize level towards the 2017-2018 Positive Behavior Plan.

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

Student of the Month Program - $1000.00
Positive Behavior Support Program - $500.00

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
Williams, Cathy	Principal
Lazo, Michael	Assistant Principal
Ordaz, Myriam	Instructional Coach
Wiener, Stacey	Instructional Media
Brown, Iatarra	School Counselor
Knights, Jeanny	Instructional Coach

b. Duties

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

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. What process will the principal use to form and maintain a Literacy Leadership Team? Include the role of the principal and coach on the Reading Leadership team and how the principal will promote the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. School Literacy Leadership Teams may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

D. Public and Collaborative Teaching

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

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

During our monthly Faculty Meetings and weekly Common Planning sessions, our instructional staff is provided with an environment that allows opinions to be heard. Ideas and strategies are requested from all staff members in all areas of educational planning. This approach allows for our school message to be one that is strong and allows for the school to collaborate strongly in order to achieve student success. During meetings, teachers are sometimes asked to share their best practices and additional takeaways. The leadership team is consistent and fair with all decisions. Therefore, the same expectations are seen across the school, no matter the grade level, program, or department. Professional conversations are held between administration and staff members both informally and formally. These practices establish a collaborative environment throughout the building.

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

District sponsored job fairs play a vital role in reaching top notch candidates, as well as postings on the Human Resources home page, we hope to recruit highly qualified teachers who are certified-in-field and promote effective teaching practices. The latter is the responsibility of the School Principal. Retention of these teachers is promoted through job embedded opportunities for professional development as well as the implementation of the Coaching Continuum in all subject areas.

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

At Phillis Wheatley Elementary School, both the mentor and mentee benefit from relationships that encourage reflection on the practice of teaching. This comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement.

This program provides resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices. Some key activities include: support in lesson planning, instructional delivery, and classroom management.

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.

At Phillis Wheatley Elementary, teachers plan their lessons during common planning sessions under the direction of Instructional Coaches with the guidance of both the Items Specifications document and the District Pacing Guide. Before planning the weekly lessons, the instructional coach and the teacher participate in an activity known as unwrapping the standard. By unwrapping the standard, our teachers are able to identify exactly what is expected to be taught as it relates to each standard. Teachers are able to scaffold the lesson to not only ensure that the learning target is being taught, but provides the student with any pre-requisites that may be needed for the topic that the student does not have at the time. By utilizing task cards, teachers are also able to create questions that address the targeted standards on all levels of instruction.

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.

At Phillis Wheatley Elementary, the school Leadership Team takes the time to review and discuss data points and identifies the strengths and areas of need across each grade level as data from various assessments are provided. This process allows the team to identify the secondary benchmarks that need to take place in small groups during the instructional block. Students that seem to have a large achievement gap are identified and referred to the School Support Team in order to begin with the RtI process. This information is utilized to conduct data chats between administration and teachers to identify strategies that will assist in student success for the areas of need. The instructional coaches meet with teachers utilizing their data to create the instructional focus calendars.These calendars are used to identify both the primary and secondary benchmarks by teacher. During these meetings, the instructional coach assists the teacher in identifying activities and lessons that address the particular areas of need. If a particular concept was mastered by the majority of the class, the teacher and the instructional coach will create a plan on how to reteach the concept. Teachers and students and teachers and parents meet to discuss student performance on assessments as well. Teachers provide students and parents with information discussing the strengths and areas of need for the individual child. Parents and students are then provided with strategies, activities, and programs to build the students' skills and knowledge of the concepts.

Information regarding technological usage of programs such as iReady are taken into consideration during these meetings as well. If there is low usage of the programs and low scores of the students, the teacher will be instructed to ensure that students utilize the programs with fidelity to build a stronger foundation in the respective subject areas.

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: 2,800

By adding after school tutorial programs (60 minutes), select ELL students will be participating in a one hour enrichment block outside of core instruction.

Strategy Rationale

With the additional time for after school tutoring programs, students will continue to work on deficient skills through the use of iReady and instructional materials from the Wonder series. This will support students in showing growth and narrowing the achievement gap.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Williams, Cathy, cwilliams5@dadeschools.net

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

Students will be completing unit assessments that will be used for ongoing progress monitoring. Administration and support staff will monitor these data points to continue to adjust instruction as needed.

Strategy: Before School Program

Minutes added to school year: 3,600

By adding before school tutorial programs (30 minutes), 3rd-5th grade students will be able to continue working on their Mathematics fluency skills outside of the core instructional block.

Strategy Rationale

With additional time for before school tutoring programs, students continue to work on deficient skills through the use of Reflex Math. This will support students in showing growth and narrowing the achievement gap.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Ordaz, Myriam, mordaz@dadeschools.net

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

Students will be completing various lessons that will be tracked by data reports. If data reports show three green lights, they have achieved mastery for the math fluency lesson. Administration and support staff will monitor these data points to continue to adjust instruction as needed.

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.

At Phillis Wheatley Elementary School, all incoming Kindergarten students are assessed upon entering
Kindergarten using the Florida Kindergarten Readiness Screener (FLKRS) via Renaissance Learning. The purpose of the Florida Kindergarten Readiness Screener (FLKRS) is to gather information about a child's overall development and address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards for Four-Year-Olds. The FLKRS is also used to calculate VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares 4-year-olds to be ready for kindergarten based on the standards.

A subset of the Early Childhood Observation System (ECHOS) will be used to assess social and emotional development. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Kindergarten registration started in April 2017. Some of the events that take place at the school site that assist students with the transition include the following:
-Inviting families of incoming Kindergarten students to spend a day in Kindergarten (students from local childcare centers and our own Pre-K).

-Having incoming Kindergarten students spend a day in Kindergarten, interaction with teachers, learning Kindergarten routines.
-Sharing Voluntary Pre-Kindergarten assessment results of current Pre-K students with Kindergarten teachers.

During Open House, teachers take advantage of this event to share important parental involvement activities that plan to take place throughout the year.

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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.   If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. `1a`

🔑 G096896

Targets Supported `1b`

Indicator	Annual Target
Math Gains	62.0
Math Lowest 25% Gains	72.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	51.0
AMO Math - All Students	
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal `3`

- There has been an emphasis on the structures of differentiated instruction, however, there is limited evidence of effective instruction and research-based strategies during differentiated instruction.

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

-

Plan to Monitor Progress Toward G1. `8`

The Leadership Team will discuss and review current data and participate in assisting instructional staff in ongoing progress monitoring throughout the year.

Person Responsible

Cathy Williams

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Leadership Team meeting agendas, Instructional data reports, ThinkGate reports, lesson plans, student samples, informal/formal observations, and common planning agenda's.

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

Dade - 5931 - Phyllis Wheatley Elem. School - 2017-18 SIP

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G1. If core instruction is increased in all content areas then student achievement will improve. [1]

🔑 G096896

G1.B1 There has been an emphasis on the structures of differentiated instruction, however, there is limited evidence of effective instruction and research-based strategies during differentiated instruction. [2]

🔑 B260652

G1.B1.S1 Plan for and deliver effective, meaningful differentiated instruction that actively engages all learners. [4]

🔑 S276048

Strategy Rationale

Meeting the needs of each individual student.

Action Step 1 [5]

Conduct coaching cycles and model different components of the DI instructional framework based on teacher need.

Person Responsible

Cathy Williams

Schedule

Biweekly, from 9/25/2017 to 10/30/2017

Evidence of Completion

- Coaching Logs - Coaching Reflections

Action Step 2 [5]

Provide an overview professional development on the incorporation of researched based strategies during the instructional block to include: accountable talk, student collaboration, and DI.

Person Responsible

Cathy Williams

Schedule

Weekly, from 9/5/2017 to 10/2/2017

Evidence of Completion

- PD Sign-in sheets & agendas - Lesson Plans - Classroom observations

Action Step 3 5

Teachers will implement standards-based lessons to include the researched based strategies during the instructional block.

Person Responsible

Cathy Williams

Schedule

Weekly, from 8/21/2017 to 10/9/2017

Evidence of Completion

- Lesson plans - Center rotational charts - Classroom observations.

Action Step 4 5

Conduct coaching cycles based on teacher needs.

Person Responsible

Cathy Williams

Schedule

Biweekly, from 9/5/2017 to 10/30/2017

Evidence of Completion

- Coaching logs

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

During classroom walkthroughs, additional strategies that were modeled and displayed during planning sessions and professional development sessions will be looked for.

Person Responsible

Cathy Williams

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Administrative walkthroughs, observations, notes/feedback, lesson plans, and student data.

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

Data from assessments and activities from within the classroom will be reviewed.

Person Responsible

Cathy Williams

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Assessment scores, Student-Teacher data chats and notes, etc.

Dade - 5931 - Phyllis Wheatley Elem. School - 2017-18 SIP

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IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 🔍 A371370	Provide an overview professional development on the incorporation of researched based strategies...	Williams, Cathy	9/5/2017	- PD Sign-in sheets & agendas - Lesson Plans - Classroom observations	10/2/2017 weekly
G1.B1.S1.A3 🔍 A371371	Teachers will implement standards-based lessons to include the researched based strategies during...	Williams, Cathy	8/21/2017	- Lesson plans - Center rotational charts - Classroom observations.	10/9/2017 weekly
G1.B1.S1.A1 🔍 A371369	Conduct coaching cycles and model different components of the DI instructional framework based on...	Williams, Cathy	9/25/2017	- Coaching Logs - Coaching Reflections	10/30/2017 biweekly
G1.B1.S1.A4 🔍 A371372	Conduct coaching cycles based on teacher needs.	Williams, Cathy	9/5/2017	- Coaching logs	10/30/2017 biweekly
G1.MA1 🔍 M399674	The Leadership Team will discuss and review current data and participate in assisting instructional...	Williams, Cathy	8/21/2017	Leadership Team meeting agendas, Instructional data reports, ThinkGate reports, lesson plans, student samples, informal/formal observations, and common planning agenda's.	6/7/2018 biweekly
G1.B1.S1.MA1 🔍 M399666	Data from assessments and activities from within the classroom will be reviewed.	Williams, Cathy	8/21/2017	Assessment scores, Student-Teacher data chats and notes, etc.	6/7/2018 biweekly
G1.B1.S1.MA1 🔍 M399667	During classroom walkthroughs, additional strategies that were modeled and displayed during...	Williams, Cathy	8/21/2017	Administrative walkthroughs, observations, notes/feedback, lesson plans, and student data.	6/7/2018 daily

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 There has been an emphasis on the structures of differentiated instruction, however, there is limited evidence of effective instruction and research-based strategies during differentiated instruction.

G1.B1.S1 Plan for and deliver effective, meaningful differentiated instruction that actively engages all learners.

PD Opportunity 1

Provide an overview professional development on the incorporation of researched based strategies during the instructional block to include: accountable talk, student collaboration, and DI.

Facilitator

Region Curriculum Support Specialist Instructional Coaches

Participants

Classroom Teachers School Support Staff Literacy Leadership Team

Schedule

Weekly, from 9/5/2017 to 10/2/2017

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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	Conduct coaching cycles and model different components of the DI instructional framework based on teacher need.	$0.00
2	G1.B1.S1.A2	Provide an overview professional development on the incorporation of researched based strategies during the instructional block to include: accountable talk, student collaboration, and DI.	$0.00
3	G1.B1.S1.A3	Teachers will implement standards-based lessons to include the researched based strategies during the instructional block.	$0.00
4	G1.B1.S1.A4	Conduct coaching cycles based on teacher needs.	$0.00
		Total:	$0.00