

Orange County Public Schools

# Phillis Wheatley Elementary



## 2018-19 Schoolwide Improvement Plan

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## Phillis Wheatley Elementary

1475 MARVIN C ZANDERS AVE, Apopka, FL 32703

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

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2017-18 Title I School | 2017-18 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Elementary School<br>PK-5                        | Yes                    | 100%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 93%   |

### School Grades History

| Year  | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | D       | C       | D       | C*      |

### School Board Approval

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

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

To be the top producer of successful students in the nation.

### School Leadership Team

#### Membership

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

| Name                    | Title               |
|-------------------------|---------------------|
| Pinder, Latricia        | Principal           |
| Wolfe, Wendy            | Assistant Principal |
| Gary, Constance         | Instructional Coach |
| Elmore, Adasha          | Instructional Coach |
| Taylor Harris, Tandrika | School Counselor    |
| Beamon, Gregory         | Dean                |
| Washington , Monica     | Other               |
| Sidoruk , Jason         | Instructional Coach |
| Elam, Keara             | Other               |
| Lemond , Cara           | Instructional Coach |

#### Duties

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

The primary function of the school leadership team is to support and build teacher capacity in order to improve student achievement. Administration monitors effective implementation of standards-based instruction, provides feedback and engages all stakeholders in the data analysis process to inform decisions. Instructional support/resource teachers work in collaboration with classroom teachers to implement instructional strategies and techniques that enhance student learning. The leadership team meets on a regular basis to set and measure clear goals, manage curriculum, and allocate resources for instruction.

Roles and Responsibilities will be as follows:

\*Principal - Monitor instructional delivery of the standards and allocations of resources (fiscal, etc.). Provide vision and strategic focus for all stakeholders to improve student achievement. Collaborate with district and community members to facilitate the use of resources and support to directly impact student achievement.

\*AP - Support monitoring of instructional delivery and implementation of action steps. Monitor discipline process and provide support to the dean. Manage the use of facilities.

\*Instructional Coach (Elmore) - Provide pedagogy support to teachers setting up conditions for learning. Provide coaching cycles for teachers in need of support with classroom structures to

facilitate learning. Provide teachers with ongoing professional learning with effective implementation of academic notebooks, marzano instructional strategies and classroom engagement strategies.

\*Math Coach (Lemond) - Facilitate math common planning sessions, and provide coaching support based on standards-based planning in math. Support teachers in developing center activities and small group lesson plans. Monitor student data by class.

\*ELA Coach (Sidoruk) - Facilitate ELA common planning sessions, and provide coaching support based on standards-based planning in ELA. Support teachers in developing center activities and small group lesson plans. Monitor student data by class. Develop structures for extra-hour and intervention.

\*Staffing Specialist/CCT (Elam) - Facilitate meetings focused on ensuring students receive services necessary for their growth and improvement. Provide teachers with support and professional learning on implementation of plans based on student needs.

\*CRT (Gary) - facilitate the assessment process for all content areas. Monitor implementation of the school-based teacher induction program, including teacher mentors consistently provide support to new teachers. Support teachers and coaches with curriculum development. Engage the Parent Engagement Liaison (PEL) with planning for parent events to ensure curriculum activities are aligned to the standards.

\*Guidance Counselor (Taylor-Harris) - Provide students with guidance to improve social skills. Support students with receiving additional services and improving behavior.

\*Dean (Beamon) - Monitor and support school discipline. Record and input student discipline data. Provide teachers with support in redirecting student behaviors to maximize student engagement with academics.

MTSS Coach (Washington) - Monitor and facilitate the MTSS process to ensure interventions are delivered to support students with making growth in academics and behavior. Monitor student data. Work with the PEL to engage families with the MTSS process.

## Early Warning Systems

### Year 2017-18

#### 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     | 14          | 11 | 9 | 14 | 14 | 14 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 76    |
| One or more suspensions         | 0           | 1  | 4 | 9  | 7  | 4  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 25    |
| Course failure in ELA or Math   | 2           | 3  | 6 | 10 | 1  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 22    |
| Level 1 on statewide assessment | 0           | 0  | 0 | 50 | 41 | 30 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 121   |

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

| Indicator                                  | Grade Level |   |   |    |    |   |   |   |   |   |    |    |    | Total |
|--|-------------|---|---|----|----|---|---|---|---|---|----|----|----|-------|
|  | K           | 1 | 2 | 3  | 4  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students exhibiting two or more indicators | 2           | 1 | 3 | 22 | 13 | 8 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 49    |

#### The number of students identified as retainees:

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Retained Students: Previous Year(s) | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

**Date this data was collected**

Monday 7/16/2018

**Year 2016-17 - As Reported**

**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   |

**Year 2016-17 - Updated**

**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   |

**Part II: Needs Assessment/Analysis**

## Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

### Which data component performed the lowest? Is this a trend?

ELA performed the lowest, at 29% proficiency, which is a three year trend. During this 3 year period the proficiency and learning gains have been inconsistent with gains followed by a decline the following year. However, learning gains of the lowest 25% has shown growth during this same 3 year period.

### Which data component showed the greatest decline from prior year?

The greatest decline was math learning gains and the learning gains of the lowest 25% in math. The math learning gains declined from 59% to 52% (-7). The math learning gains of the lowest 25% declined from 53% to 36% (-17). These are comparisons from 2016-17 to 2017-18 school year.

### Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was ELA with a 28 point gap.

### Which data component showed the most improvement? Is this a trend?

The data component which showed the most improvement was the science data. Science proficiency increased from 32% to 41% (+9). This is a comparison from 2016-17 to 2017-18 school year. This is not a trend as Science proficiency has declined consistently from the 2014-15 to the 2016-17 school year.

### Describe the actions or changes that led to the improvement in this area.

During the 2017-2018 school year one major change was that we implemented a STEM lab as part of the special area rotation for every grade level except second. In addition, the STEM teacher worked collaboratively with the fifth grade teachers to provide coaching assistance as well as co-taught in one of the fifth grade classrooms. Students attended the STEM lab at least once a week but no more than twice a week.

## School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component      | 2018   |          |       | 2017   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State |
| ELA Achievement             | 29%    | 56%      | 56%   | 27%    | 53%      | 52%   |
| ELA Learning Gains          | 35%    | 55%      | 55%   | 33%    | 52%      | 52%   |
| ELA Lowest 25th Percentile  | 34%    | 48%      | 48%   | 25%    | 42%      | 46%   |
| Math Achievement            | 46%    | 63%      | 62%   | 35%    | 56%      | 58%   |
| Math Learning Gains         | 52%    | 57%      | 59%   | 38%    | 54%      | 58%   |
| Math Lowest 25th Percentile | 36%    | 46%      | 47%   | 21%    | 41%      | 46%   |
| Science Achievement         | 41%    | 55%      | 55%   | 44%    | 49%      | 51%   |

### EWS Indicators as Input Earlier in the Survey

| Indicator                       | Grade Level (prior year reported) |         |        |         |         |         | Total     |
|---------------------------------|-----------------------------------|---------|--------|---------|---------|---------|-----------|
|                                 | K                                 | 1       | 2      | 3       | 4       | 5       |           |
| Attendance below 90 percent     | 14 (9)                            | 11 (20) | 9 (15) | 14 (12) | 14 (12) | 14 (10) | 76 (78)   |
| One or more suspensions         | 0 (1)                             | 1 (1)   | 4 (1)  | 9 (3)   | 7 (3)   | 4 (5)   | 25 (14)   |
| Course failure in ELA or Math   | 2 (25)                            | 3 (28)  | 6 (30) | 10 (41) | 1 (57)  | 0 (15)  | 22 (196)  |
| Level 1 on statewide assessment | 0 (0)                             | 0 (0)   | 0 (0)  | 50 (37) | 41 (46) | 30 (29) | 121 (112) |

#### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA                   |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                    | 2018 | 24%    | 55%      | -31%                       | 57%   | -33%                    |
|                       | 2017 | 36%    | 57%      | -21%                       | 58%   | -22%                    |
| Same Grade Comparison |      | -12%   |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2018 | 36%    | 54%      | -18%                       | 56%   | -20%                    |
|                       | 2017 | 38%    | 57%      | -19%                       | 56%   | -18%                    |
| Same Grade Comparison |      | -2%    |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 05                    | 2018 | 23%    | 55%      | -32%                       | 55%   | -32%                    |
|                       | 2017 | 30%    | 51%      | -21%                       | 53%   | -23%                    |
| Same Grade Comparison |      | -7%    |          |                            |       |                         |
| Cohort Comparison     |      | -15%   |          |                            |       |                         |

| MATH                  |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                    | 2018 | 31%    | 61%      | -30%                       | 62%   | -31%                    |
|                       | 2017 | 59%    | 63%      | -4%                        | 62%   | -3%                     |
| Same Grade Comparison |      | -28%   |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2018 | 55%    | 62%      | -7%                        | 62%   | -7%                     |
|                       | 2017 | 45%    | 64%      | -19%                       | 64%   | -19%                    |
| Same Grade Comparison |      | 10%    |          |                            |       |                         |
| Cohort Comparison     |      | -4%    |          |                            |       |                         |
| 05                    | 2018 | 42%    | 59%      | -17%                       | 61%   | -19%                    |
|                       | 2017 | 33%    | 56%      | -23%                       | 57%   | -24%                    |
| Same Grade Comparison |      | 9%     |          |                            |       |                         |
| Cohort Comparison     |      | -3%    |          |                            |       |                         |



| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2018 | 38%    | 53%      | -15%                       | 55%   | -17%                    |
|                   | 2017 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |

### Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD                                       |          | 15     |             | 11        | 31      | 27           |          |         |           |                   |                     |
| ELL                                       | 11       | 30     | 30          | 27        | 39      |              |          |         |           |                   |                     |
| BLK                                       | 32       | 41     | 40          | 42        | 46      | 42           | 42       |         |           |                   |                     |
| HSP                                       | 24       | 30     | 30          | 53        | 60      |              | 44       |         |           |                   |                     |
| WHT                                       | 20       |        |             | 55        |         |              |          |         |           |                   |                     |
| FRL                                       | 30       | 37     | 37          | 49        | 54      | 39           | 42       |         |           |                   |                     |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD                                       | 8        | 20     |             | 8         | 40      |              |          |         |           |                   |                     |
| ELL                                       | 11       | 24     | 31          | 30        | 52      |              | 17       |         |           |                   |                     |
| BLK                                       | 36       | 48     | 33          | 44        | 60      | 39           | 25       |         |           |                   |                     |
| HSP                                       | 24       | 30     | 33          | 47        | 58      | 73           | 39       |         |           |                   |                     |
| WHT                                       | 33       |        |             | 58        |         |              |          |         |           |                   |                     |
| FRL                                       | 31       | 38     | 30          | 45        | 59      | 56           | 33       |         |           |                   |                     |

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

### Areas of Focus:

| Activity #1             |  |
|-------------------------|--|
| <b>Title</b>            | Increasing Student Proficiency with a focus of Standards-based instruction and Literacy strategies (DPLC)  |
| <b>Rationale</b>        | Based on a review of our school data student proficiency with reading has been an area of difficulty for at least the last three years. Students are required to use literacy strategies in all content areas in order to make meaning of the content. Upon review of our school data it was noted that although our overall math proficiency remained strong there was marked decline in the percentage of students making learning gains in math - both in general and among the lowest 25% students.  |
| <b>Intended Outcome</b> | By increasing the rigor of standards-based instruction, proficiency in ELA will increase from 29% to 40% (+11) and proficiency in Math will increase from 46% to 50% (+4). Science proficiency will increase from 41% to 45% (+4). Math Learning gains for the lowest 25% of students will increase from 36% to 40% (+4).  |
| <b>Point Person</b>     | Latricia Pinder (latricia.pinder@ocps.net)   |
| <b>Action Step</b>      |  |
| <b>Description</b>      | <ol style="list-style-type: none"> <li>1. Provide teachers with additional common planning time facilitated by a leadership team member (coach or administration) to build standards-based ELA lessons. (Administration, Math/Science and ELA Coaches)                         <ul style="list-style-type: none"> <li>-Teachers will be provided with three common planning days designed and facilitated by the school-based leadership team. (Pinder)</li> <li>-Teachers will have opportunities for additional paid planning before/after school or on Saturdays based on grade-level needs. (Pinder, Team Leads)</li> <li>-School-leadership team will design a PLC agenda/facilitator guide for consistency of PLCs in all content areas.</li> <li>-Create an instructional focus calendar (IFC) for ELA in all grade levels. (Sidoruk, Lemond, Gary)</li> </ul> </li> <li>2. DPLC site team members will facilitate the growth and development of teachers with the understanding of the close reading strategies. (DPLC Site Team)                         <ul style="list-style-type: none"> <li>-Provide teachers with professional development on close reading strategies.</li> <li>-DPLC Site team will review professional learning from previous year to design a PD for all teachers during pre-planning.</li> <li>-DPLC site team will meet monthly to conduct walks focused on the DPLC evidence of implementation to inform next steps for building teacher capacity.</li> </ul> </li> <li>3. Instructional monitoring, feedback and coaching will occur based on student data trends and observational data.                         <ul style="list-style-type: none"> <li>-Leadership will create a monitoring schedule to provide feedback regarding effective implementation of standards-based instruction. (Pinder)</li> <li>-School-based leadership team members will collaborate to analyze data and tier teachers for targeted coaching support. (Elmore, Lemond, Sidoruk, Gary)</li> <li>-Monitor student data weekly with a strategic focus on student subgroups. (Teachers, Pinder, Wolfe)</li> <li>-Professional development opportunities will be offered to all staff members based on areas for growth. (Sample topics: academic notebooks, number talks and instructional best practices)</li> </ul> </li> <li>4. Develop an incentive program to promote and encourage literacy and reading to learn.                         <ul style="list-style-type: none"> <li>-Purchase site licenses for Accelerated Reader (AR) and STAR so that each student is able to take AR tests to promote a culture of literacy across the campus. (Pinder)</li> <li>-Design ongoing acknowledgement focused on students reading. (Media Specialist)</li> <li>-Purchase A to Z subscription to support literacy.</li> </ul> </li> </ol> |

- Purchase collection of 2018-19 SSYRA to promote literacy.
- 5. Hire additional support staff to support intervention or enrichment of selected students. Hire 1 interventionist and 1 paraprofessional to work with grades 3-5.
- 6. Incorporate literacy strategies into the special area content (PE, Music, STEM).
- ELA coach will facilitate will common planning with special area teams focused on incorporation of literacy strategies in unit plans. (Sidoruk)
- 7. Incorporate a literacy component in all Panther Academies. Parent nights will incorporate literacy components to improve school-home connection/focus on literacy. (Parent Engagement Liaison Bradshaw, Gary)
- 8. Incorporate writing to learning K-5 utilizing the Write Score program to monitor student growth. (ELA Coach)
- 9. Design and implement a K-5 structure for the extra hour.
- 10. Build small group structures for math instruction. (Lemond)
- Incorporate school-wide centers based on an identified area of need.
- Model the use of mathematical practices for the use of math practices.
- Provide examples of use of close reading strategies in math during planning sessions.
- Academics winter/spring break resources for continuous standards-based practice.
- 11. After-school or Saturday tutoring.

**Person Responsible** Latricia Pinder (latricia.pinder@ocps.net)

#### Plan to Monitor Effectiveness

Principal and AP will attend grade-level common planning sessions weekly. During this time, lesson plan development will be monitored to ensure standards-based instruction is planned. Feedback will be provided to teachers in the moment as lessons are being planned and when final drafts are posted.

#### Description

The leadership team will monitor the implementation of the lessons in the classroom by using a common walkthrough tool. The leadership team will calibrate scoring to ensure consistent high-expectations. This calibration will take place once a month. Teachers will be provided with actionable feedback from the classroom walkthroughs that focus on the implementation of standards-based instruction, student engagement, writing and the use of DPLC strategies. Teachers will be tiered based on experience, capacity and historical data. (Tier 1-proficient teachers, Tier II-emerging teachers, Tier III- new to teaching, new to the school, teachers who need more support) Tier I teachers will receive at least 1 classroom walkthroughs bi-weekly with feedback. Tier II teachers will receive at least 2 classroom walkthroughs a week with feedback once a week on their targeted area for growth. Tier III teachers will receive at least 3 classroom walkthroughs a week with feedback (once weekly) focused on their targeted area of coaching support/growth.

Principal Pinder will monitor the frequency of classroom walkthroughs to ensure the data being collected is a fair representation of classroom instruction in core subjects. The principal will also monitor the feedback being provided to teachers by the leadership team to ensure consistent expectations are being communicated in a specific and actionable format.

i-Ready diagnostic data will analyzed three times (BOY, MOY, EOY) throughout the school year. Teachers and members of the leadership team will analyze this data for predicted proficiency and student growth.

Agendas and sign-in sheets during professional development and PLCs.

Tutoring sign-in sheets, tutoring data tracking.

**Person**  
**Responsible** Latricia Pinder (latricia.pinder@ocps.net)

| Activity #2                   |   |
|-------------------------------|---|
| <b>Title</b>                  | Improve teacher and student engagement through building a culture of high expectations for behavior and academics   |
| <b>Rationale</b>              | Proficiency and discipline data indicates that there is a need to focus on improving conditions for learning. This includes improving structures so students can and want to learn.   |
| <b>Intended Outcome</b>       | By improving engagement, in-school suspensions should decrease from 31 total. Student unexcused tardies will decrease. Improve AdvancED staff survey indicator 1.2 will be at or above the district average.<br>By increasing student engagement learning gains in ELA for our lowest 25% will increase from 34% to 40% (+6).   |
| <b>Point Person</b>           | Wendy Wolfe (wendy.wolfe@ocps.net)  |
| Action Step                   |   |
| <b>Description</b>            | <ol style="list-style-type: none"> <li>1. Teacher leaders will attend Kagan professional development. (Pinder, Teacher Leaders)</li> <li>-Teacher leaders will develop a plan for implementation of kagan strategies consistently.</li> <li>-Teacher leaders will model the use of Kagan strategies.</li> <li>2. Create, for teacher use, targeted response plans during pre-planning for frequent student/staff behaviors. (Teachers)</li> <li>3. Improve school-home communication focused on increasing positive contacts to parents and weekly electronic grade-level newsletters. (Team leaders)</li> <li>4. Resource teacher will gather discipline data and share with staff on a consistent basis, collaborating to develop action plans for responsive actions to discipline. (Beamon)</li> <li>-Hire .5 Resource teacher to support behavior interventions and discipline. (Beamon)</li> <li>-Provide support to teachers based on classroom management needs and structures. (Elmore)</li> <li>5. Provide professional development on CHAMPS classroom management strategies for school-wide use.</li> <li>-Develop school-wide lesson plans for common area procedures. (Elam, Taylor-Harris &amp; Beamon)</li> <li>-Provide information sheets to all substitutes in their sub binder. (Gary)</li> <li>6. Transfer strategies from Ron Clark Academy into school-based practices. (Lemond &amp; Elmore)</li> <li>7. To retain effective staff members that support building a culture of high expectations and rigorous instruction, pay a retention bonus.</li> </ol> |
| <b>Person Responsible</b>     | Wendy Wolfe (wendy.wolfe@ocps.net)  |
| Plan to Monitor Effectiveness |   |
| <b>Description</b>            | <p>Assistant Principal Wolfe will monitor the frequency of infractions based on levels and determine a plan of action to reduce infractions by implementing a behavior intervention plan students. Mrs. Wolfe and the Dean will provide feedback to teachers focused on conditions for learning monitored by the principal consistent expectations are being communicated in a specific and actionable format. Leadership team will also monitor parent-teacher contact logs and impact of newsletters on school-home communication. Newsletters will impact parents ability to support students with completing homework as assigned.</p> <p>Leadership team members will monitor teachers setting up conditions for learning during the first 9 weeks of school on a daily basis for tier 2 and tier 3 teachers.</p>  |

Leadership team members will monitor discipline data on a monthly basis.

Agendas and sign-in sheets during professional development and PLCs.

**Person  
Responsible** Wendy Wolfe (wendy.wolfe@ocps.net)

| Activity #3                          |  |
|--------------------------------------|--|
| <b>Title</b>                         | Culturally Responsive Plan to improve adult proactive actions that supports all students' academic success.  |
| <b>Rationale</b>                     | Proficiency and discipline data indicates that there is a need to focus on improving teacher mindsets and awareness of implicit/explicit bias.   |
| <b>Intended Outcome</b>              | Wheatley will see an improvement on teacher attendance as a result of an improved school culture. Improvement in subgroup performance in ELA will increase in proficiency by +10 percentage points.  |
| <b>Point Person</b>                  | Latricia Pinder (latricia.pinder@ocps.net)   |
| <b>Action Step</b>                   |  |
| <b>Description</b>                   | 1: Assign a administrative lead to oversee and monitor MAO Initiatives. (Pinder)<br>a. Monthly progress monitoring meetings with initiative leads with quarterly reviews. (Wolfe)<br>b. Provide actionable feedback to leads (Pinder)<br>c. Ensure leads are accountable and meet deadlines (Pinder)<br>d. Provide with principal with bi-monthly updates (Wolfe)<br>2: Administrative lead will facilitate team leaders and the leadership team with being trained on implicit bias. (Wolfe)<br>a. Leadership team members and grade-level team leaders will take the implicit bias survey. (Leadership team)<br>b. Administrative lead will lead the team in discussion of the results from the bias survey. (Wolfe)<br>c. Define and review definitions regarding implicit vs. explicit bias. Focus on understanding the differences and how to control how we treat people so we don't negatively impact their experiences. (Pinder)<br>d. Engage community groups in a discussion on implicit vs. explicit bias, discuss how does this impact our approach to the engaging the community. (Pinder)<br>e. Provide the entire staff with a keynote focused on becoming culturally inclusive educators.<br>3: Include data for subgroups with discipline and academic data discussions at the start of the school year with teachers. (Pinder/Wolfe)<br>a. Monitor students' progress with ongoing data meetings throughout the school year. (Pinder/Wolfe)<br>b. Embed conversations regarding student growth in monthly SAC meetings. (Pinder) |
|                                      |  |
| <b>Person Responsible</b>            | Wendy Wolfe (wendy.wolfe@ocps.net)   |
| <b>Plan to Monitor Effectiveness</b> |  |
| <b>Description</b>                   | Evidence of the discussion will be documented through notes taken during the meeting. Presentation defining implicit and explicit bias will be evident with a sign-in sheet and agenda. Implementation will be monitored on a monthly basis through a) Meetings with teams, b) Newsletter communication, c) Discussions with staff and presentations at staff meetings. Initial meeting will be once at the start of the school year, all others will be embedded in our culture building activities throughout the school year.   |
|                                      | We will look for the evidence of action steps developed following data analysis sessions with walkthroughs embedded in the daily working of the school culture monthly.  |
|                                      | i-Ready diagnostic data will analyzed three times (BOY, MOY, EOY) throughout the school  |

year. Teachers and members of the leadership team will analyze this data for predicted proficiency and student growth with a focus on student subgroups.

**Person Responsible** Latricia Pinder (latricia.pinder@ocps.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

We will increase parental involvement through PTA, SAC, CAT, curriculum nights, school performances, and award ceremonies. We will host a Grill and Chill event prior to the first day of school to build relationships with students, parents and the community. We will have bi-monthly panther academy events focused on the bring curriculum and academics into the home. We will have a literacy night, math night, science night, and test prep night during the school year. These events will be planned and executed by the parent engagement liaison in conjunction with instructional staff. We will have Active Parenting sessions (2 sessions with 6 workshops each). These will be to support parents with parenting strategies that improve the parent-child relationship. These will be facilitated by our PEL and Program Assistant. We will also have extended media hours bi-monthly for parents and students to have access to technology and school resources. Community collaboration will include PTA, Community Action team (CAT), and other partners in education. Our PEL will focus on engaging parents of students below grade-level by making personal phone calls to invite and connect events to student achievement so parents understand their impact.

#### **PFEP Link**

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

#### **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.

#### **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.

**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.

**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.

### Part V: Budget

**Total:**

**\$191,508.75**