



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Phyllis Wheatley Elementary School

1801 NW 1ST PL

Miami, FL 33136

305-573-2638

<http://pwes.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 A	2009-10 F
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Phyllis Wheatley Elem. School

Principal

Cathy M. Williams

School Advisory Council chair

Myriam F. Ordaz

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cathy M. Williams	Principal
Michael Lazo	Assistant Principal
Adriane Floyd	Reading Coach
Myriam Ordaz	Mathematics Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal -1, Alternate Principal – 1, UTD Steward – 1, Teachers – 5, Alternate Teacher – 1, Parents – 4, Alternate Parent - 1 Educational Support - 1, Alternate Educational Support – 1, Student – 1,, Alternate Student – 1, BCR - 4

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

Review data from the District's Interim Assessments and make suggestions for improving student achievement.

Review the school's Attendance and Disciplinary Policies and provide suggestions for improving attendance and student behavior.

Work with the Principal and CIS to provide Parental Workshop

Projected use of school improvement funds, including the amount allocated to each project

Student of the Month Program - \$1000.00

Positive Behavior Support Program - \$500.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Cathy M. Williams

Principal

Years as Administrator: 11

Years at Current School: 1

Credentials

Bachelor of Science – Business Management: University of Florida; Master of Science – Mathematics Education: Florida State University; Educational Leadership Certification – State of Florida
 Certifications – Mathematics (5-9); Educational Leadership (All Levels); School Principal (All Levels)

Performance Record

'13 '12 '11 '10 '09 '08 '07
 School Grade C B A D B B A
 AYP N N N N N N Y
 High Standards Rdg. 30 35 64 65 56 58 90
 High Standards Math 45 55 73 63 67 72 90
 Lrng Gains-Rdg. 50 57 60 51 62 63 74
 Lrng Gains-Math 50 65 79 47 66 75 79
 Gains-Rdg-25% 51 79 67 50 55 67 70
 Gains-Math-25% 50 65 84 47 82 67 83
 Rdg. AMO – N
 Math AMO– N

Michael Lazo

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelor of Fine Arts – Music & Theatre, University of Hartford
 Master of Science - Educational Leadership, Nova Southeastern University.
 Certification: Elementary Education K-6, and ESOL Endorsement, Educational Leadership (All Levels)

Performance Record

'13 '12 '11 '10 '09 '08 '07
 School Grade D C D C A A
 AYP N N N N Y Y
 High Standards Rdg. 34 35 45 51 80 88
 High Standards Math 43 40 54 60 82 86
 Lrng Gains-Rdg. 63 67 52 60 76 77
 Lrng Gains-Math 57 63 52 66 72 73
 Gains-Rdg-25% 70 70 52 55 69 74
 Gains-Math-25% 56 67 57 65 82 60
 Rdg. AMO – N
 Math AMO– N

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Adriane Floyd		
Full-time / School-based	Years as Coach: 2	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	Bachelor of Science – Elementary Education, University of South Florida Master of Science – Reading K-12, Nova Southeastern University Certification: Elementary Education 1-6, and ESOL Endorsement.	
Performance Record	'13 '12 '11 '10 '09 '08 School Grade C B A F C D AYP NA NA Y N N N High Standards Rdg. 39 56 64 34 64 43 High Standards Math 53 78 82 59 82 52 Lrng Gains-Rdg. 57 57 77 38 66 51 Lrng Gains-Math 77 73 89 55 72 54 Gains-Rdg-25% 57 57 77 38 53 50 Gains-Math-25% 77 73 90 57 67 NA AMO Reading No AMO Math No	

Myriam Ordaz		
Full-time / School-based	Years as Coach: 13	Years at Current School: 33
Areas	Mathematics	
Credentials	Bachelor of Science – Elementary Education, Florida International University Master of Science Elementary Education, Nova Southeastern University Certification: Elementary Education 1-6, and ESOL Endorsement.	
Performance Record	'13 '12 '11 '10 '09 '08 School Grade C B A F C D AYP NA NA Y N N N High Standards Rdg. 39 56 64 34 64 43 High Standards Math 53 78 82 59 82 52 Lrng Gains-Rdg. 57 57 77 38 66 51 Lrng Gains-Math 77 73 89 55 72 54 Gains-Rdg-25% 57 57 77 38 53 50 Gains-Math-25% 77 73 90 57 67 NA AMO Reading No AMO Math No	

Classroom Teachers

of classroom teachers
22

receiving effective rating or higher

0%

Highly Qualified Teachers

41%

certified in-field

14, 64%

ESOL endorsed

6, 27%

reading endorsed

0, 0%

with advanced degrees

7, 32%

National Board Certified

0, 0%

first-year teachers

4, 18%

with 1-5 years of experience

8, 36%

with 6-14 years of experience

7, 32%

with 15 or more years of experience

3, 14%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

0, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

At Phyllis 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 Phyllis Wheatley Elementary to keep the system effectively flowing. Frequent meetings helps keep all members in communication while highlighting both short and long term goals.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

- 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
- Adriane Floyd, 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.
- Jacqueline Hazel, School Guidance Counselor: will provide quality services and expertise on issues

ranging from program design to assessment and intervention with individual students.

- Willine Desvallon, 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.
- Stephen Coyle, 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.
- Michela Gutman and Dana Carbonell, Teachers: 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The members of the Phyllis Wheatley Elementary RtI Leadership Team will utilize the School Improvement Plan as a working document to guide the instructional plan for the 2013-2014 school year. Monthly reviews of the effectiveness of developed strategies will be a primary focus of the RtI Leadership Team meetings. In order to monitor the fidelity of this system, revisions will be made to school developed programs, interventions, and initiatives to ensure the effective application of school developed and district developed programs for improving student achievement.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Mathematics and Science assessments
- FCAT
- Student grades
- School site specific assessments Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Team, and its goals, will be supported through scheduled Teacher/Administrator Data Chats, Common Planning Sessions in each Subject Area, and through the implementation of the SST process with a focus on individual student data and its instructional implications. All current staff has been trained on the implementation of the MTSS/RtI process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 0

N/A

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

N/A

Who is responsible for monitoring implementation of this strategy?

N/A

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Cathy M. Williams	Principal
Michael Lazo	Assistant Principal
Adriane Floyd	Reading Coach
Myriam Ordaz	Math Coach
Jacqueline Hazel	School Counselor
Andrea Murph	ESE/EBD Teacher, UTD Steward

How the school-based LLT functions

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

The principal will ensure that the reading coach uses the online coach's log on the Progress Monitoring Reporting Network (PMRN) by:

- analyzing the biweekly entries of the reading coaches on the PMRN; and
- monitoring time spent on specific activities to ensure alignment to the K-12 CRRP.

Principals will conference with the reading coaches on a biweekly basis in order to discuss trends and determine if accommodations need to be made to the reading coach's schedule in order to best impact student achievement. The principal will monitor lesson plans during regular classroom visitations. The principal will evaluate what she sees instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the reading coaches and the school administrators.

The principal will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. During the IPEGS mid-year process, a conversation will take place relative to progress of student achievement. In addition to the regular data chats after each assessment period, data will be discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction.

The data study team will meet approximately five times per year: at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. Based on the district RTI model, school site staff will meet as needed to identify and target intervention for students. Additionally, each school site's RTI team will schedule data chat meetings to include teachers, reading coaches, school psychologist, and administrators.

Principals will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida! office provide principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Phillis Wheatley Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten using the Florida Assessment for Instruction in Reading (FAIR) include: Broad Screening, a Broad Diagnostic Inventory, and a Targeted Diagnostic Inventory. The Broad Screening includes the measure of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. This data is used to calculate a student's Probability of Success in Reading score in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs.

Screening data will be collected and data will be disaggregated prior to October, 2013. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. 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 2013. 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.

Additionally, Open House is set to take place on Tuesday, September 6, 2013. Teachers take advantage of this event to share important parental involvement activities that plan to take place throughout the year.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	39%	No	62%
American Indian				
Asian				
Black/African American	55%	37%	No	60%
Hispanic	67%	38%	No	70%
White				
English language learners				
Students with disabilities	41%	33%	No	47%
Economically disadvantaged	57%	39%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	25%	43%
Students scoring at or above Achievement Level 4	11	11%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0)		57%	61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	21	84%	86%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		32%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	<i>[data excluded for privacy reasons]</i>		42%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	53%	No	75%
American Indian				
Asian				
Black/African American	72%	49%	No	75%
Hispanic	94%	69%	No	94%
White				
English language learners				
Students with disabilities	84%	42%	No	85%
Economically disadvantaged	72%	53%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	27%	44%
Students scoring at or above Achievement Level 4	24	24%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		77%	79%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	32%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	64	24%	23%
Students retained, pursuant to s. 1008.25, F.S.	10	4%	3%
Students who are not proficient in reading by third grade	27	68%	61%
Students who receive two or more behavior referrals	69	28%	27%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	29	11%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase rigor in Science Writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning.
- G2.** Implement and monitor the effective use of data driven instruction.
- G3.** Plan for and deliver lessons that follow an instructional routine.
- G4.** Increase student attendance by decreasing the number of students who missed available instructional time.
- G5.** Increase percentage of students scoring proficient in listening and speaking, increase percentage of students scoring proficient in reading, and increase percentage of students scoring proficient in writing.
- G6.** To provide effective instruction of the various modes of writing throughout the entire writing process.

Goals Detail

G1. Increase rigor in Science Writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning.

Targets Supported

- Science
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal

- Classroom Teachers, Scope and Sequence, Discovery Ed, AIMS, Essential Labs/Lab Participation, Item Specifications, Interactive Journals, etc.

Targeted Barriers to Achieving the Goal

- Limited use of evidenced based writing.

Plan to Monitor Progress Toward the Goal

Monitor the instructional progress of evidence based writing across core curricular subject areas.

Person or Persons Responsible

Region Curriculum Support Specialist Administration Science Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Observations/Walkthroughs, Common Planning, Student Work Samples, and Lesson Plans.

G2. Implement and monitor the effective use of data driven instruction.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Parental Involvement

Resources Available to Support the Goal

- Classroom Teachers, Instructional Coaches, District Curriculum Support Specialists, McGraw-Hill Wonders Reading Series, FCAT 2.0 Item Specifications, and Common Core State Standards.

Targeted Barriers to Achieving the Goal

- Limited knowledge on how to use data to drive instruction in order to meet the needs of students.

Plan to Monitor Progress Toward the Goal

Monitor the implementation of effective use of data driven instruction that enhances academic decision making.

Person or Persons Responsible

School Based Instructional Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Review classroom assessments, classroom observations, and monitoring of common planning to ensure progress is being made and adjust instruction as required, data chats/accountable talk.

G3. Plan for and deliver lessons that follow an instructional routine.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal

- Classroom Teachers, Instructional Coaches, District Curriculum Support Specialists, McGraw-Hill Wonders Reading Series, FCAT 2.0 Item Specifications, Common Core State Standards, Calibration/Anchor sets for Writing, Writing Rubrics, Go Math! Series, Gizmos, Essential Labs, SuccessMaker, Discovery Ed, District Pacing Guides, Scope and Sequence, AIMS, etc.

Targeted Barriers to Achieving the Goal

- Limited knowledge on effective lesson delivery that proceeds an instructional routine.

Plan to Monitor Progress Toward the Goal

Monitor the progress of support in lesson delivery during instruction which follows an instructional routine.

Person or Persons Responsible

Reading, Math, Science Coaches Administration Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Effective Professional Development, Classroom observations/walkthroughs, participation in Common Planning, Support through the Coaching Cycle, and Lesson Plans.

G4. Increase student attendance by decreasing the number of students who missed available instructional time.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Personnel, Overtown Youth Center, Big Brothers Big Sisters, LEAPS, Positive Behavior Support (PBS), Code of Student Conduct etc.

Targeted Barriers to Achieving the Goal

- At Phillis Wheatley Elementary, many students face constant economic struggles. From the high mobility rate, temporary residence at homeless shelters and inadequate parental involvement, our students are constantly being pulled from all directions.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust the action steps as needed. Administrators and School Counselor will conduct classroom walkthroughs to monitor fidelity of all behavior plans.

Person or Persons Responsible

School Counselor Literacy Leadership Team Administration

Target Dates or Schedule:

8/19/13-06/05/14

Evidence of Completion:

Faculty Meetings Grade Level Meetings

G5. Increase percentage of students scoring proficient in listening and speaking, increase percentage of students scoring proficient in reading, and increase percentage of students scoring proficient in writing.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The 2013 CELLA data shows that there is a deficiency in the Listening/Speaking Category., Reading Category, and Writing Category. Students experience difficulties in understanding listening passages and exhibiting orally a high knowledge of vocabulary, students experience difficulties in understanding reading passages, and students experience difficulties in writing down words by recognizing letters names and sounds, as well as in describing pictures through sentences.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. Administrators will conduct classroom walkthroughs; Reading Coach will implement the Coaching Cycle. Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. Administrators will conduct classroom walkthroughs, Reading Coach will implement the Coaching Cycle

Person or Persons Responsible

Instructional Coaches Administration Literacy Leadership Team

Target Dates or Schedule:

On-going

Evidence of Completion:

-Lesson plans/Common Planning -Classroom walkthroughs -Assessment Data -Student work samples

G6. To provide effective instruction of the various modes of writing throughout the entire writing process.

Targets Supported

- Writing

Resources Available to Support the Goal

- Personnel, Interventionists, ETO/District Curriculum Support Specialists, Writing Rubrics, Calibration Sets, Anchor sets, McGraw-Hill Wonders Reading Series, etc.

Targeted Barriers to Achieving the Goal

- Limited knowledge of effective instructional practice when working on different modes of writing that proceed through the writing the process.

Plan to Monitor Progress Toward the Goal

Monitor instructional progress in order for students to gain mastery with practice throughout the writing process.

Person or Persons Responsible

Reading Coach 4th Grade Teacher Administration Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

-Administer and score monthly writing prompts to monitor students' progress and adjust instruction and the focus as needed. -Student Writing Folder -Administrative walkthroughs -Common Planning

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase rigor in Science Writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning.

G1.B1 Limited use of evidenced based writing.

G1.B1.S1 Implement plan that promotes evidenced based writing across all curricular core subject areas.

Action Step 1

Teachers provide students with scaffolded opportunities to produce writing products that reflect the cognitive complexity of the standards.

Person or Persons Responsible

Classroom Teachers Science Coach Region Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations and Interactive Journals.

Action Step 2

Conduct Professional Development for teachers on the use of structured and unstructured graphic organizers (i.e. flip charts, Venn Diagrams, foldables, webs, t-charts, etc.) to scaffold the cognitive complexity of the standards.

Person or Persons Responsible

Science Coach Region Curriculum Support Specialist

Target Dates or Schedule

Completion Date: October 2013

Evidence of Completion

Attendance rosters and Agendas.

Facilitator:

Region Curriculum Support Specialist Science Coach Administration

Participants:

Classroom Teachers School Support Staff Literacy Leadership Team

Action Step 3

Teacher will provide opportunities for students to write informative/explanatory/evidence-based texts in order to examine a topic and convey ideas and information clearly in their interactive notebooks.

Person or Persons Responsible

Classroom Teachers Science Coach Region Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations and Interactive Journals.

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

Monitor that evidenced based writing is being done with fidelity and fully implemented in all grade levels.

Person or Persons Responsible

Region Curriculum Support Specialist Administration Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations/Walkthroughs, Common Planning, Student Work Samples, and Lesson Plans.

Plan to Monitor Effectiveness of G1.B1.S1

Monitor the effectiveness of evidence based writing across core curricular subject areas.

Person or Persons Responsible

Region Curriculum Support Specialist Administration Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations/Walkthroughs, Common Planning, Student Work Samples, and Lesson Plans.

G2. Implement and monitor the effective use of data driven instruction.

G2.B1 Limited knowledge on how to use data to drive instruction in order to meet the needs of students.

G2.B1.S1 Incorporate a plentiful amount of best practices that promote effective use of data for academic decision making.

Action Step 1

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

Person or Persons Responsible

Reading Coach Region Curriculum Support Specialists

Target Dates or Schedule

Completion Date: 06/05/14

Evidence of Completion

Coaching Calendar, Coaching Log, Debriefing Notes.

Action Step 2

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.

Person or Persons Responsible

Reading Coach Region Curriculum Support Specialists

Target Dates or Schedule

Completion Date: 06/05/14

Evidence of Completion

Completed Schedule, Tracking Documents.

Action Step 3

Conduct ongoing meetings to review school-wide data and other issues pertaining to student progress.

Person or Persons Responsible

Reading Coach Administration Region Curriculum Support Specialists

Target Dates or Schedule

Completion Date: 06/05/14

Evidence of Completion

Agenda's, Sign In Sheets, Flexible Student Grouping.

Action Step 4

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet students' needs.

Person or Persons Responsible

Administration Instructional Supervisors

Target Dates or Schedule

Completion Date: 06/05/14

Evidence of Completion

Walkthrough/observational logs and/or checklist.

Action Step 5

Provide professional development on the use of data to create flexible student groups and use of a grouping template.

Person or Persons Responsible

Reading Coach Administration Region Curriculum Support Specialists

Target Dates or Schedule

Expected Completion: 10/30/13

Evidence of Completion

Agenda's, Sign In Sheets.

Facilitator:

Reading Coach Administration Region/District Personnel

Participants:

Classroom Teachers Support Staff Literacy Leadership Team

Action Step 6

Conduct data chats with all stakeholders (administration, coaches, teachers, and students).

Person or Persons Responsible

Reading Coach Administration Region Curriculum Support Specialists

Target Dates or Schedule

Completion Date: 10/30/13

Evidence of Completion

Data chat rosters, Data chat action plan.

Action Step 7

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. FAIR, STAR, SuccessMaker, Edusoft/Interim Assessments, CELLA).

Person or Persons Responsible

Reading Coach Administration Region Curriculum Support Specialists

Target Dates or Schedule

Expected Completion: 10/30/13

Evidence of Completion

Agendas, Sign In Sheets.

Facilitator:

Reading Coach Administration Region/District Personnel

Participants:

Classroom Teachers Support Staff Literacy Leadership Team

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

Monitor the fidelity of implementation of the effective use of data driven instruction.

Person or Persons Responsible

Administration, Instructional Coaches, Region/District Support Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations/Walkthroughs, Lesson Plans, Student Work

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the effectiveness of data driven instruction in order to meet the individual needs of students.

Person or Persons Responsible

Administration, Instructional Coaches, District Support Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Review formative assessments, classroom assessments, classroom observations, and monitoring of common planning to ensure progress is being made and adjust instruction as required.

G3. Plan for and deliver lessons that follow an instructional routine.

G3.B1 Limited knowledge on effective lesson delivery that proceeds an instructional routine.

G3.B1.S1 Incorporate instructional support that allows for effective practice and modeling of the Gradual Release Model of Responsibility.

Action Step 1

Conduct Professional Development for teachers that will enable them to gain a deeper understanding of the pacing and items specs and how to use them effectively to plan for effective instruction.

Person or Persons Responsible

Science Coach Region Curriculum Support Specialist

Target Dates or Schedule

Completion Date: October 2013

Evidence of Completion

Attendance roster and Agendas.

Facilitator:

Science Region Curriculum Support Specialist Administration

Participants:

Classroom Teachers School Support Staff Literacy Leadership Team

Action Step 2

Provide teachers with the opportunity to participate in Professional Learning Communities (PLCs) in order to strengthen their knowledge of the content, share instructional strategies and best practices.

Person or Persons Responsible

Math & Science Coach Region Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and Coaching Logs.

Facilitator:

Math & Science Coach Administration Region Curriculum Support Specialist

Participants:

Classroom Teachers School Support Staff Literacy Leadership Team

Action Step 3

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Math Coach Region Curriculum Support Specialist

Target Dates or Schedule

Completion Date: October 2013

Evidence of Completion

Student work, Lesson plans, and Student Journals.

Action Step 4

Utilize the item specs to identify word problems that are best aligned to the benchmarks.

Person or Persons Responsible

Math Coach Region Curriculum Support Specialist

Target Dates or Schedule

Completion Date: October 2013

Evidence of Completion

Student work, Lesson plans, and Student Journals.

Action Step 5

Implement and monitor instructional routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction d. incorporating closure of the lesson

Person or Persons Responsible

Reading, Math, & Science Coaches Administration Region Curriculum Support Specialist

Target Dates or Schedule

Completion Date: 06/05/14

Evidence of Completion

Walkthrough documentation, Administrative feedback and reflection on coaching logs, and Region feedback and reflection on support document

Action Step 6

Unpack the standards during common planning to ensure instruction is aligned to the Common Core State Standards.

Person or Persons Responsible

Reading Coach Region Curriculum Support Specialist

Target Dates or Schedule

Completion Date: 06/05/14

Evidence of Completion

Planning Agendas, Planning sign-in sheets, and Lesson Plans created during planning

Action Step 7

Work collaboratively during common planning to create lesson plans using backward planning.

Person or Persons Responsible

Reading Coach Region Curriculum Support Specialist

Target Dates or Schedule

Completion Date: 06/05/14

Evidence of Completion

Common Planning Agendas, Common Planning Sign in Sheets, and Lesson Plans created during common planning

Action Step 8

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

Person or Persons Responsible

Reading Coach Region Curriculum Support Specialist

Target Dates or Schedule

Completion Date: 06/05/14

Evidence of Completion

Coaching Cycle Forms, Coaching Logs, and Curriculum Support Logs.

Action Step 9

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model.

Person or Persons Responsible

Reading Coach Region Curriculum Support Specialist

Target Dates or Schedule

Completion Date: 10/30/13

Evidence of Completion

Professional Development Rosters, and Professional Development Deliverables (PD presentation, handouts, materials)

Facilitator:

Reading Coach Administration Region Curriculum Support Specialist

Participants:

Classroom Teachers School Support Staff Literacy Leadership Team

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor for fidelity the implementation of lesson delivery that follows an instructional routine.

Person or Persons Responsible

Reading, Math, Science Coaches Administration Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Review formative assessments, classroom assessments, classroom observations, and monitoring of common planning to ensure progress is being made and adjust instruction as required.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor the effectiveness of lesson delivery that proceeds an instructional routine.

Person or Persons Responsible

Reading, Math, Science Coaches Administration Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Review formative assessments, classroom assessments, classroom observations, and monitoring of common planning to ensure progress is being made and adjust instruction as required

G4. Increase student attendance by decreasing the number of students who missed available instructional time.

G4.B1 At Phillis Wheatley Elementary, many students face constant economic struggles. From the high mobility rate, temporary residence at homeless shelters and inadequate parental involvement, our students are constantly being pulled from all directions.

G4.B1.S1 Students who are identified as exhibit a pattern of truancy will be referred to the school's MTSS/Rtl Team. Additionally, the MTSS/Rtl Team will meet with teachers on a monthly basis to monitor attendance, academic progress, and behavioral patterns. Adjustments to student interventions will be made at such time. Also, parent conferences will be held by the school Administrator for all students in danger of being retained.

Action Step 1

The MTSS/Rtl Team will meet with teachers on a monthly basis to monitor attendance and behavioral patterns. Additionally, a Positive Behavior Discipline and Management System (PBS) will be implemented school-wide focusing on rewarding positive behavior. Also, the School will provide in-school alternate placement for students to complete their classwork and receive one-on-one academic assistance in lieu of suspension.

Person or Persons Responsible

School Counselor Administration Literacy Leadership Team

Target Dates or Schedule

August 2013 – June 2014

Evidence of Completion

Grade Level Meetings Faculty Meetings

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust the action steps as needed. Administrators and School Counselor will conduct classroom walkthroughs to monitor fidelity of all behavior plans.

Person or Persons Responsible

School Counselor Administration Literacy Leadership Team

Target Dates or Schedule

8/19/13-06/05/14

Evidence of Completion

Faculty Meetings Grade Level Meetings

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust the action steps as needed. Administrators and School Counselor will conduct classroom walkthroughs to monitor fidelity of all behavior plans.

Person or Persons Responsible

School Counselor Administration Literacy Leadership Team

Target Dates or Schedule

8/19/13-06/05/14

Evidence of Completion

Faculty Meetings Grade Level Meetings

G5. Increase percentage of students scoring proficient in listening and speaking, increase percentage of students scoring proficient in reading, and increase percentage of students scoring proficient in writing.

G5.B1 The 2013 CELLA data shows that there is a deficiency in the Listening/Speaking Category., Reading Category, and Writing Category. Students experience difficulties in understanding listening passages and exhibiting orally a high knowledge of vocabulary, students experience difficulties in understanding reading passages, and students experience difficulties in writing down words by recognizing letters names and sounds, as well as in describing pictures through sentences.

G5.B1.S1 Through the use of collaborative strategies, ELL students will participate in small group activities that will provide opportunities for role play, communication, and reporting. • Teachers will implement the Language Experience Approach throughout their lessons. • Through the implementation of Reciprocal Teaching and Close Reading Method, instruction will be employed that will allow for the use of Think-Alouds and Vocabulary enrichment activities. • Students individual needs will be met through the use of Differentiated Instruction in the areas of Phonics, Vocabulary, and Fluency for 30 minutes on a daily basis. - Students' individual needs will be met through the use of Differentiated Instruction in Writing with emphasis in the areas of Semantics and Syntax. - Writing Notebooks or Journals will be implemented across the curriculum in order to increase opportunities for Process Writing and Writing as a response to text.

Action Step 1

Through the use of collaborative strategies, ELL students will participate in small group activities that will provide opportunities for role play, communication, and reporting. • Teachers will implement the Language Experience Approach throughout their lessons Through the implementation of Reciprocal Teaching and Close Reading Method, instruction will be employed that will allow for the use of Think-Alouds and Vocabulary enrichment activities. • Students individual needs will be met through the use of Differentiated Instruction in the areas of Phonics, Vocabulary, and Fluency for 30 minutes on a daily basis. • Students' individual needs will be met through the use of Differentiated Instruction in Writing with emphasis in the areas of Semantics and Syntax. • Writing Notebooks or Journals will be implemented across the curriculum in order to increase opportunities for Process Writing and Writing as a response to text.

Person or Persons Responsible

Instructional Coaches Administration Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

-Lesson plans/Common Planning -Classroom walkthroughs -Assessment Data -Student work samples

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. Administrators will conduct classroom walkthroughs; Reading Coach will implement the Coaching Cycle. Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. Administrators will conduct classroom walkthroughs, Reading Coach will implement the Coaching Cycle

Person or Persons Responsible

Instructional Coaches Administration Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

-Lesson plans/Common Planning -Classroom walkthroughs -Assessment Data -Student work samples

Plan to Monitor Effectiveness of G5.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. Administrators will conduct classroom walkthroughs; Reading Coach will implement the Coaching Cycle. Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' monthly assessment reports to monitor progress and to adjust instruction as needed. Administrators will conduct classroom walkthroughs, Reading Coach will implement the Coaching Cycle

Person or Persons Responsible

Instructional Coaches Administration Literacy Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

-Lesson plans/Common Planning -Classroom walkthroughs -Assessment Data -Student work samples

G6. To provide effective instruction of the various modes of writing throughout the entire writing process.

G6.B1 Limited knowledge of effective instructional practice when working on different modes of writing that proceed through the writing the process.

G6.B1.S1 Promote best practices that allow for effective instruction of the various modes of writing throughout the writing process.

Action Step 1

Conduct classroom walkthroughs to monitor the implementation of the writing process within student journals.

Person or Persons Responsible

Reading Coach Region Curriculum Support Specialist Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation , Administrative Feedback/Coaching log reflections, and Region feedback/Support document reflection

Action Step 2

Work collaboratively during common planning to develop lessons that follow the Writing at a Glance and the Instructional Framework.

Person or Persons Responsible

Reading Coach Region Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning agenda, Lesson plans, and Student work samples

Action Step 3

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

Person or Persons Responsible

Reading Coach Region Curriculum Support Specialist

Target Dates or Schedule

Completion Date: October 2013

Evidence of Completion

Common planning agendas, Student work samples, and Lesson plans

Action Step 4

Provide professional development on the writing process along with a focus on revision versus editing.

Person or Persons Responsible

Reading Coach Region Curriculum Support Specialist

Target Dates or Schedule

Completion Date: October 2013

Evidence of Completion

Professional development roster, Professional development deliverables (PPT, handouts)

Facilitator:

Reading Coach Administration Region Curriculum Support Specialist

Participants:

Classroom Teachers School Support Staff Administration Literacy Leadership Team

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Monitor that the writing process is being used with fidelity and is fully implemented when working with various modes of writing.

Person or Persons Responsible

Reading Coach 4th Grade Teacher Administration Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

-Classroom Observations/Walkthroughs -Weekly Lesson Plans -Student Work Products -Monthly writing prompts

Plan to Monitor Effectiveness of G6.B1.S1

Monitor the effectiveness of the writing process during instructional time.

Person or Persons Responsible

Reading Coach 4th Grade Teacher Administration Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

-Administer and score monthly writing prompts to monitor students' progress and adjust instruction and the focus as needed. -Student Writing Folder -Administrative walkthroughs -Common Planning

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Supplemental Academic Instruction (SAI)

Phillis Wheatley Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

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.

Other

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner, it enhances the health education activities provided by the schools and by the health department and they offer a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase rigor in Science Writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning.

G1.B1 Limited use of evidenced based writing.

G1.B1.S1 Implement plan that promotes evidenced based writing across all curricular core subject areas.

PD Opportunity 1

Conduct Professional Development for teachers on the use of structured and unstructured graphic organizers (i.e. flip charts, Venn Diagrams, foldables, webs, t-charts, etc.) to scaffold the cognitive complexity of the standards.

Facilitator

Region Curriculum Support Specialist Science Coach Administration

Participants

Classroom Teachers School Support Staff Literacy Leadership Team

Target Dates or Schedule

Completion Date: October 2013

Evidence of Completion

Attendance rosters and Agendas.

G2. Implement and monitor the effective use of data driven instruction.

G2.B1 Limited knowledge on how to use data to drive instruction in order to meet the needs of students.

G2.B1.S1 Incorporate a plentiful amount of best practices that promote effective use of data for academic decision making.

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and use of a grouping template.

Facilitator

Reading Coach Administration Region/District Personnel

Participants

Classroom Teachers Support Staff Literacy Leadership Team

Target Dates or Schedule

Expected Completion: 10/30/13

Evidence of Completion

Agenda's, Sign In Sheets.

PD Opportunity 2

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. FAIR, STAR, SuccessMaker, Edusoft/Interim Assessments, CELLA).

Facilitator

Reading Coach Administration Region/District Personnel

Participants

Classroom Teachers Support Staff Literacy Leadership Team

Target Dates or Schedule

Expected Completion: 10/30/13

Evidence of Completion

Agendas, Sign In Sheets.

G3. Plan for and deliver lessons that follow an instructional routine.

G3.B1 Limited knowledge on effective lesson delivery that proceeds an instructional routine.

G3.B1.S1 Incorporate instructional support that allows for effective practice and modeling of the Gradual Release Model of Responsibility.

PD Opportunity 1

Conduct Professional Development for teachers that will enable them to gain a deeper understanding of the pacing and items specs and how to use them effectively to plan for effective instruction.

Facilitator

Science Region Curriculum Support Specialist Administration

Participants

Classroom Teachers School Support Staff Literacy Leadership Team

Target Dates or Schedule

Completion Date: October 2013

Evidence of Completion

Attendance roster and Agendas.

PD Opportunity 2

Provide teachers with the opportunity to participate in Professional Learning Communities (PLCs) in order to strengthen their knowledge of the content, share instructional strategies and best practices.

Facilitator

Math & Science Coach Administration Region Curriculum Support Specialist

Participants

Classroom Teachers School Support Staff Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and Coaching Logs.

PD Opportunity 3

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model.

Facilitator

Reading Coach Administration Region Curriculum Support Specialist

Participants

Classroom Teachers School Support Staff Literacy Leadership Team

Target Dates or Schedule

Completion Date: 10/30/13

Evidence of Completion

Professional Development Rosters, and Professional Development Deliverables (PD presentation, handouts, materials)

G6. To provide effective instruction of the various modes of writing throughout the entire writing process.

G6.B1 Limited knowledge of effective instructional practice when working on different modes of writing that proceed through the writing the process.

G6.B1.S1 Promote best practices that allow for effective instruction of the various modes of writing throughout the writing process.

PD Opportunity 1

Provide professional development on the writing process along with a focus on revision versus editing.

Facilitator

Reading Coach Administration Region Curriculum Support Specialist

Participants

Classroom Teachers School Support Staff Administration Literacy Leadership Team

Target Dates or Schedule

Completion Date: October 2013

Evidence of Completion

Professional development roster, Professional development deliverables (PPT, handouts)

Appendix 2: Budget to Support School Improvement Goals