Phillis Wheatley Elementary

2019-20 Schoolwide Improvement Plan

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Phillis Wheatley Elementary

1475 MARVIN C ZANDERS AVE, Apopka, FL 32703

https://wheatleyes.ocps.net/

Demographics

Principal: Tabitha Brown

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: D (34%) 2017-18: D (39%) 2016-17: C (42%) 2015-16: D (32%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	SIG Cohort 3
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	D	C	D

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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	Job Duties and Responsibilities
Miller, Lukeshia	Principal	The school principal will serve as the instructional leader at the school. She will monitor instructional delivery of the standards and allocations of resources (fiscal, etc.) to ensure students are being provided with a high-quality education. The principal will provide a vision and strategic focus for all stakeholders to improve student achievement. She will collaborate with district and community members to facilitate the use of resources and support to directly impact student achievement.
Brown, Tabitha	Assistant Principal	The Assistant Principal will support the implementation of instructional systems and structures at the school. She will support monitoring of instructional delivery and implementation of action steps. She will support monitoring discipline process and provide support to the dean. She will also manage the use of facilities.
Taylor Harris, Tandrika	School Counselor	The school counselor will provide a comprehensive school counseling program focused on social-emotional growth of the school. She will incorporate ediucation, prevention and intervention services to all aspects of children's lives. Her primary purpose will be to remove barriers to learning and promote academic success by using early identification and intervention of students academic and social/emotional needs. She will assist students wth communication skills, coping strategies, and the use fo effective social skills.
Elam, Keara	Other	The Behavior Specialist will support students and teachers with implementing behavior interventions to increase student instructional engagment. She will use the MTSS-B process to determine the needs and plan of action for students. She will work to ensure students and teachers have the necessary supports to be proactive regarding student interventions. She will also serve as the Staffing Specialist, ensuring that students with disabilities or 504 plans instructional needs are met. She will complete all school data and reports required.
Dyches, Carol	Other	Ms. Dyches will serve as the 3rd through 5th grade Reading Specialist. As the reading specialist, she will provide ongoing, job-embedded training and support for the teachers in the school to build their capacity and effectiveness as reading teachers. She will serve as a resource for teachers and provide support to help teachers improve reading instruction through ELA common planning, coaching cycles, and regularly observing instruction and providing feedback for the teachers.
Cunningham, Latoya	Dean	The school Dean will 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. She will work closely with the behavior specialist and teachers to ensure the proactive strategies are being implemented to support student learning.

Name	Title	Job Duties and Responsibilities
Redel, Karen	Other	Ms. Redel will serve as the K-2 reading specialist and the MTSS coach. As the K-2 reading specialist, she will provide ongoing, job-embedded training and support for the K-2 teachers in the school to build their capacity and effectiveness as reading teachers. As MTSS coach, she will oversee the MTSS process making sure that the students identified for Tier 2 and 3 groups are receiving the correct intervention and that growth is being made.
Daley, Stacy	Other	Ms. Daley will serve as the Curriculum Resource Teacher (CRT) and testing coordinator. As the CRT, she will make sure that the teachers have the resources they need to be successful. She, too, will serve as a resource for teachers and provide support to help them improve their instruction. As the testing coordinator, she will oversee most testing making sure the teachers have a clear schedule, students receive the appropriate accommodations, and that all testing occurs within the given window.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	80	71	95	60	80	0	0	0	0	0	0	0	467
Attendance below 90 percent	19	15	19	19	16	14	0	0	0	0	0	0	0	102
One or more suspensions	9	13	18	33	17	16	0	0	0	0	0	0	0	106
Course failure in ELA or Math	4	16	10	32	19	29	0	0	0	0	0	0	0	110
Level 1 on statewide assessment	0	0	0	64	35	41	0	0	0	0	0	0	0	140

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	5	8	49	23	32	0	0	0	0	0	0	0	122

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	25	29	15	0	0	0	0	0	0	0	69
Students retained two or more times	0	0	0	0	1	4	0	0	0	0	0	0	0	5

FTE units allocated to school (total number of teacher units)
25

Date this data was collected or last updated
Thursday 7/11/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	57%	57%	33%	54%	55%
ELA Learning Gains	44%	58%	58%	39%	58%	57%
ELA Lowest 25th Percentile	42%	52%	53%	32%	53%	52%
Math Achievement	30%	63%	63%	46%	61%	61%
Math Learning Gains	37%	61%	62%	59%	64%	61%
Math Lowest 25th Percentile	29%	48%	51%	53%	54%	51%
Science Achievement	30%	56%	53%	32%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	**1**	**2**	**3**	**4**	**5**	
Number of students enrolled	81 (0)	80 (0)	71 (0)	95 (0)	60 (0)	80 (0)	467 (0)
Attendance below 90 percent	19 (14)	15 (11)	19 (9)	19 (14)	16 (14)	14 (14)	102 (76)
One or more suspensions	9 (0)	13 (1)	18 (4)	33 (9)	17 (7)	16 (4)	106 (25)
Course failure in ELA or Math	4 (2)	16 (3)	10 (6)	32 (10)	19 (1)	29 (0)	110 (22)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	64 (50)	35 (41)	41 (30)	140 (121)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	24%	55%	-31%	58%	-34%
	2018	24%	55%	-31%	57%	-33%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	29%	57%	-28%	58%	-29%
	2018	36%	54%	-18%	56%	-20%
Same Grade Comparison		-7%				
Cohort Comparison		5%				
05	2019	30%	54%	-24%	56%	-26%
	2018	23%	55%	-32%	55%	-32%
Same Grade Comparison		7%				
Cohort Comparison		-6%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	15%	62%	-47%	62%	-47%
	2018	31%	61%	-30%	62%	-31%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2019	31%	63%	-32%	64%	-33%
	2018	55%	62%	-7%	62%	-7%
Same Grade Comparison		-24%				
Cohort Comparison		0%				
05	2019	43%	57%	-14%	60%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	42%	59%	-17%	61%	-19%
Same Grade Comparison		1%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	54%	-25%	53%	-24%
	2018	38%	53%	-15%	55%	-17%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	6	27		11	27						
ELL	25	45		30	31		18				
BLK	29	45	46	28	40	35	27				
HSP	28	43	50	39	37		29				
WHT	42			25							
FRL	27	46	42	29	38	27	27				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	34
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the analysis of the school data, ELA showed the lowest percent proficiency at 29%, overall. This continues to be a trend when compared to the 2017-2018 with ELA achievement scoring at 29%, and 33% during the 2016-2017 school year. Contributing factors include teacher's lack of understanding the content standards and providing consistent differentiated lessons to meet individual student needs. The quality and consistency of intervention groups has also been taken into consideration. We made sure that everyone had a small group but did not ensure everyone was experienced with the materials and resources they were using. In order for intervention groups to be effective, the intervention teacher must have a clear understanding of the strategies/standards they

are teaching. Specific areas of struggle include phonemic awareness, vocabulary readiness, and comprehending informational text.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on the analysis of the school data, Math showed the greatest decline at 30% as compared to 46% proficiency for the 2017-2018 and 2016-2017 school years. Math learning gains also decreased by 15% overall from 52% in 2017-2018 to 37% in 2018-2019. Math lowest 25th percentile also decreased by 7% overall from 36% in 2017-2018 to 29% in 2018-2019. Contributing factors include inconsistent implementation of standards-based instruction in Math and teachers and support staff inconsistently pulling small groups for Math remediation and small-group, targeted instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared with the state average, 3rd grade Math proficiency had the largest gap, a difference of 47%. Contributing factors include the teacher's lack of experience and knowledge with the content standards. In addition, students lacked the foundational skills and background knowledge in Number and Operations and Operations and Algebraic Thinking. Math interventions were not tailored to specifically meet the needs of individual students.

Which data component showed the most improvement? What new actions did your school take in this area?

The data components that showed the most improvement was ELA learning gains and ELA lowest 25th percentile. Wheatley elementary increased by 9% in ELA learning gains and by 8% in the ELA lowest 25th percentile. New actions taken in ELA included developing targeted lessons for the additional hour of reading instruction and FBS block. In addition, the instructional coaches developed differentiated writing plans which were measured quarterly by the WriteScore instructional program. WriteScore was used in K-5 to ensure there was a school-wide improvement focus on literacy. The school also used Accelerated Reader to build students' comprehension skills and increase their interest in reading. Additionally, the school implemented academic seminars in grades 3, 4, and 5. Instructional coaches modeled standards-based lessons with classes of students focused on engagement and teacher actions to support student learning. Teachers completed reflection logs and were monitored for implementation of the strategies learned across content areas.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The amount of 3rd-5th grade students scoring a level 1 on the statewide assessment.
The amount of 3rd-5th grade students with two or more EWS indicators.
The amount of students with attendance below 90%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase student proficiency in all content areas through the implementation of the high-yield literacy strategies.

2. Implement the Multi-Tiered System of Support process in order to increase learning gains and close the achievement gap.

3. Use the EWS data to establish preventative measures.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Phyllis Wheatley Elementary will increase student proficiency in all content areas through the implementation of high-yield literacy strategies.
Rationale	Based on the results from Florida Standards Assessment, there is a need for instruction to be more rigorous by building the instructional capacity. Ongoing support will be provided for all instructional staff members on the delivery of standards based instruction to meet the needs of all students.

State the measurable outcome the school plans to achieve	ELA proficiency will increase from 29% to 40% (+11). Math proficiency will increase from 30% to 46% (+16). Science proficiency will increase from 30% to 41% (+11). ELA Learning gains will increase from 44% to 55% (+11). ELA Learning gains for the lowest 25% of students will increase from 42% to 52% (+10). Math Learning gains will increase from 37% to 50% (+13). Math Learning gains for the lowest 25% of students will increase from 29% to 35% (+6). Science proficiency will increase from 30% to 40% (+10).
Person responsible for monitoring outcome	Lukeshia Miller (lukeshia.miller@ocps.net)
Evidence-based Strategy	Utilize instructional strategies that engage and promote the use of literacy strategies across all content areas to help students make real-world connections to the text.
Rationale for Evidence-based Strategy	Through weekly, data-driven professional learning communities (PLCs), teachers, support staff ,and district support will have the opportunity to observe and analyze instructional practices, as well as use multiple sources of data to determine enrichment and remediation needs to improve student outcomes. Our Every Student Succeeds Act (ESSA) data shows a decline in 5 of our subgroups; Students with Disabilities (SWD) at 18%, English Language Learners (ELL) at 35%, Black at 36%, White at 34%, and Economically Disadvantaged at 37%. The weekly PLCs will provide an avenue for teachers, support staff, and district support to discuss how to more effectively support students' individual needs. In addition, ongoing professional development will be provided regarding standards-based instruction, analyzing individual student data and grade level trend data, and differentiating instruction.

Action Step	
Description	1. Build a school-wide system of how we observe and analyze instructional practices, analyze multiple sources of data, and make necessary adjustments that improve overall student achievement. 2. Increase our systematic use of explicit instruction. Teachers will make content, skills, and concepts explicit by modeling and telling students what to do or think of while solving problems, enacting strategies, completing tasks, and classifying concepts. 3. Teacher and support staff will use small learning groups to accommodate learning differences, promote in-depth academic interactions, and teach students to work collaboratively. 4. ESE support staff will collaborate with teachers and instructional coaches in PLCs to provide high-yield strategies for students with learning disabilities. Additionally, ESE support staff will provide support facilitation services for our ESE students during core content area instruction. 5. The leadership team and district support will capture data for all students to include a

specific focus on the lowest 25% and in each subgroup while conducting classroom walkthroughs.

6. Provide the instructional staff with monthly professional development focused on the high-yield strategies for all students with a focus on our ESE, ELL, and SWD populations.

7. Focus on engagement strategies/structures for teachers to utilize during whole group and small group instruction.

8. Facilitate weekly common planning to help instructional and support staff understand the depth and rigor of deconstructed standards

Person Responsible   Lukeshia Miller (lukeshia.miller@ocps.net)

#2	
Title	Phyllis Wheatley Elementary will implement the Multi-Tiered System of Support process in order to increase learning gains and close the achievement gap.
Rationale	The data indicates that there is a need for a systematic implementation of the MTSS Process. We will provide ongoing professional development to our teachers and support staff on analyzing data and proper implementation of the process. MTSS will serve as an ongoing progress monitoring tool for students in Tier 1, Tier 2 and Tier 3.

State the measurable outcome the school plans to achieve	ELA proficiency will increase from 29% to 40% (+11). Math proficiency will increase from 30% to 46% (+16). Science proficiency will increase from 30% to 41% (+11). ELA Learning gains will increase from 44% to 55% (+11). ELA Learning gains for the lowest 25% of students will increase from 42% to 52% (+10). Math Learning gains will increase from 37% to 50% (+13). Math Learning gains for the lowest 25% of students will increase from 29% to 35% (+6). Science proficiency will increase from 30% to 40% (+10).
Person responsible for monitoring outcome	Lukeshia Miller (lukeshia.miller@ocps.net)
Evidence-based Strategy	The Multi-tiered System of Support (MTSS) is a process of systematically providing student supports in response to their current level of performance. Proper implementation and monitoring of the MTSS process will change the way we support our students with learning by systematically delivering a range of interventions based on demonstrated levels of need.
Rationale for Evidence-based Strategy	MTSS is grounded in differentiated instruction which ensures that the needs of all students are met. Each approach delineates critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. Our goal is to utilize and monitor each Tier to best meet the needs of all children experiencing academic difficulties in school. The implemetantion of the Multi-Tiered System of Support model will ensure all staff are well versed in the common knowledge and language through ongoing scaffoldeds professional development. After staff receives professional development from the Multi-Tiered System of Support Coordinator, biweekly grade level data meetings will be held with adminsitration and conducted to review and analyze student mastery of standards during the reading block (Tier 1). In addition, K-2 grade levels will use diagnostic assessments to determine the individual needs of the scholars. Systematic Instruction in Phonemic Awareness, Phonics, and Sight words (SIPPS) placement assessment will be utilized to determine each students' specific deficiet skill. Students in kindergarten who do not have appropriate letter recognition mastery to be assessed with SIPPS will be assessed using the Phonological Awareness Skills Test (PAST). Students in grades third through fifth will be given the Phonics for Reading initial placement assessment. Initial data from SIPPS, Phonics for Reading, and/or PAST on each grade level will be utilized to form homogeneious instructional groups during the extra hour and Fundamental Basic Skills intervention block (Tier 2). These groups will receive daily structured lessons that focus on the identified deficit skill of the group, with progress monitoring occurring every ten lessons (ten days). Progress monitoring data will be utilized to determine student progress and need for reorganizing grade level groups. Progress monitoring data will also be utilized to determine which students need additional support within the MTSS process, which would include receiving Tier 3 support. Tier 3 instruction will include the use of Heggerty Phonemic Awareness lessons and PAST/CORE progress monitoring probes for grades kindergaten through second and SIPPS structured lessons for grades third through fifth.

Tier 3 instruction will be delivered by one of the coaches on campus.

Action Step	
Description	1. Provide ongoing professional development and support in the MTSS process and the tools utilized to provide the multiple layers of student support. 2. School-based administration, in collaboration with district support, will analyze multiple sources of data to identify and support students in need of support outside of their Tier 1 instruction. School-based administration will also model this process with teachers in an effort to build capacity with the instructional staff to better inform their instruction and data-based decision making. 3. Communicate with parents so that they are aware of the data and the support being provided to their child and provide support at home. 4. Frequently monitor the data and respond/adjust accordingly. 5. Facilitate bi-weekly data meetings with teachers to discuss all data.
Person Responsible	Tabitha Brown (tabitha.brown@ocps.net)

#3	
Title	Phyllis Wheatley Elementary will increase student proficiency and gains in the area of mathematics through regularly occuring colloborative planning focused on data-disaggregation, standards-based instruction, and engaging instructional delivery.
Rationale	Through weekly common planning centered around disaggregating student data, aligning standards-based curriculum, and engaging, rigorous instructional delivery, student proficiency in the area of mathematics will improve school-wide. The work of Hattie (2017) states that collective teacher efficacy has an effect size of 1.39 as it correlates to positive student learning outcomes. Through a strategic common planning effort we should be able to positively impact teacher instructional delivery prior to teaching and then build a cycle of reflection through the data-disaggregation portion of the planning process to continually evaluate student progress in the area of effective mathematics instruction.
State the measurable outcome the school plans to achieve	Math proficiency will increase from 30% to 46% (+16) Math learning gains will increase from 37% to 50% (+13) Math lowest 25th percentile will increase from 29% to 45% (+16)
Person responsible for monitoring outcome	Lukeshia Miller (lukeshia.miller@ocps.net)
Evidence-based Strategy	Common planning will center around dissagregating student data to drive upcoming mathematics instruction in addition to reviewing best pedagogical and instructional practices, aligned to the standards. Within the common planning framework, teachers will understand both the what and how of upcoming mathematics instruction in addition to scaffolding techniques to close student gaps during instructional delivery.
Rationale for Evidence-based Strategy	Through the creation and implementation of common planning, teachers will have a mental model regarding what standards-based instruction looks like in addition to how to effectivly deliver instruciton. The data dissagregation piece will act as a checkpoint for the effectiveness of the planning and delivery process. As the cycle continues, teachers overall effectiveness in the area of instruction should increase as a result of the planning, delivery, reflection, action cycle created by the common planning framework.
Action Step	
Description	1. Design a common planning framework that focuses on disaggregating data, standards-based instruction, and engaging instructional delivery. 2. Model and then implement the common planning framework across grades 3-5. 3. Administration will continually monitor both the planning deliverables and the collective delivery of the instruction through attendance in common planning and daily instructional walkthroughs. 4. Data will be evaluated and triangulated to ensure the effectiveness of the common planning process. 5. Once data is evaluated, tweaks to the planning process may occur as needed. 6. Focus on engagement strategies/structures for teachers to utilize during whole group and small group instruction. 7. Focus on the effective use of strategies to monitor students' understanding during instruction. 8. Facilitate weekly common planning to help instructional and support staff understand the depth and rigor of deconstructed standards

Person Responsible Lukeshia Miller (lukeshia.miller@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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, curriculum nights, school performances, and award ceremonies. We will host an annual 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, 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. The school counselor responds and supports students in crisis during the academic day. 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. The school will also have a social worker to support families with accessing community resources to meet their basic needs and reduce barriers to student academic performance.

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 pre-planning 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Phyllis Wheatley Elementary will increase student proficiency in all content areas through the implementation of high-yield literacy strategies.**				**$0.00**
2	III.A.	**Areas of Focus: Phyllis Wheatley Elementary will implement the Multi-Tiered System of Support process in order to increase learning gains and close the achievement gap.**				**$230,986.38**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	160-Other Support Personnel	1361 - Phillis Wheatley Elementary	UniSIG	2.0	$40,790.00
			Notes: Salary for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction			
	5100	210-Retirement	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$3,369.00
			Notes: Retirement benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction			
	5100	220-Social Security	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$3,120.00
			Notes: Social Security benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction			
	5100	231-Health and Hospitalization	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$16,347.00
			Notes: Health insurance benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction			
	5100	232-Life Insurance	1361 - Phillis Wheatley Elementary	UniSIG		$29.00
			Notes: Life insurance benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction			
	5100	240-Workers Compensation	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$135.00
			Notes: Workers comp benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction			
	5100	250-Unemployment Compensation	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$11.00
			Notes: Unemployment benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction			

	5100	290-Other Employee Benefits	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$872.00
			Notes: Other Employee benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction			
	5100	130-Other Certified Instructional Personnel	1361 - Phillis Wheatley Elementary	UniSIG	0.88	$43,500.00
			Notes: Other Certified Instruction to provide a Resource Teacher for intervention in the classroom			
	5100	210-Retirement	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$3,593.00
			Notes: Retirement benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom			
	5100	220-Social Security	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$3,328.00
			Notes: Social Security benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom			
	5100	231-Health and Hospitalization	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$9,161.00
			Notes: Health insurance benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom			
	5100	232-Life Insurance	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$31.00
			Notes: Life insurance benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom			
	5100	240-Workers Compensation	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$143.00
			Notes: Workers Comp benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom			
	5100	250-Unemployment Compensation	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$12.00
			Notes: Workers Comp benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom			
	5100	290-Other Employee Benefits	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$930.00
			Notes: Other Employee benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom			
	6400	120-Classroom Teachers	1361 - Phillis Wheatley Elementary	UniSIG	0.57	$28,160.00
			Notes: 4 days of Professional development during the school year for 40 teachers, eight hours a day at $22 per hour			
	6400	210-Retirement	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$2,154.24
			Notes: Retirement benefits for PD during the school year			
	6400	220-Social Security	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$2,326.02
			Notes: Social Security benefits for PD during the school year			
	6400	240-Workers Compensation	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$92.93

			Notes: Workers Comp benefits for PD during the school year			
	5900	120-Classroom Teachers	1361 - Phillis Wheatley Elementary	UniSIG	0.68	$33,750.00
			Notes: Pay tutors for supplemental instruction on Saturdays			
	5900	210-Retirement	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$2,581.88
			Notes: Retirement benefits for supplemental instruction on Saturdays			
	5900	220-Social Security	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$2,787.75
			Notes: Social Security benefits for supplemental instruction on Saturdays			
	5900	240-Workers Compensation	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$111.38
			Notes: Workers Comp benefits for supplemental instruction on Saturdays			
	5100	510-Supplies	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$10,375.88
			Notes: Allowable 5% for supplies such as paper, ink, post-its, folders, pens, pencils and markers. 5% is $12,749.00			
	5900	120-Classroom Teachers	1361 - Phillis Wheatley Elementary	UniSIG	0.05	$2,625.00
			Notes: Pay tutors for supplemental instruction during Spring Break			
	5900	210-Retirement	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$200.81
			Notes: Retirement benefits for supplemental instruction during Spring Break			
	5900	220-Social Security	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$216.83
			Notes: Social Security benefits for supplemental instruction during Spring Break			
	5900	240-Workers Compensation	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$8.66
			Notes: Workers Comp benefits for supplemental instruction during Spring Break			
	5100	369-Technology-Related Rentals	1361 - Phillis Wheatley Elementary	UniSIG	0.0	$20,224.00
			Notes: SIPPS reading intervention program.			
3	III.A.	**Areas of Focus: Phyllis Wheatley Elementary will increase student proficiency and gains in the area of mathematics through regularly occuring colloborative planning focused on data-disaggregation, standards-based instruction, and engaging instructional delivery.**				$0.00
					Total:	$242,231.00