Phillis Wheatley Elementary

2021-22 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: 6/29/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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)	**2020-21 Title I School**	**2020-21 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	94%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Miller, Lukeshia	Principal	Ms. Miller serves as the instructional leader of Phillis Wheatley Elementary School. She monitors instructional delivery of the standards and allocation of resources to ensure students are being provided with a high-quality education. The principal facilitates instructional rounds and provides teachers with actionable feedback to enhance their professional practices. Ms. Miller establishes systems of guidance that result in a supportive learning environment with high expectations and increased student outcomes. Equally important, she provides avenues for teachers to collaborate, plan rigorous lessons, and contribute input for the optimal functioning of the school. The principal engages with district and community members to facilitate the use of resources which directly impacts student achievement.
Brown, Tabitha	Assistant Principal	Ms. Brown facilitates instructional rounds and provides teachers with actionable feedback to enhance their professional practices. She partners with the principal to implement systems and structures that yield a strong learning environment. Ms. Brown analyzes common assessment data to make timely instructional decisions that impact student achievement. Assistant Principal Brown monitors discipline processes to ensure a safe learning and working environment.
Bush, Julia	Dean	Mrs. Bush assists with the school-wide implementation of Positive Behavioral and Intervention Systems PBIS for Phillis Wheatley Elementary. Through collaborative efforts, she developed and implemented a Tier I plan, Panther Pride, which is a universal system of proactive expectations that are utilized to encourage appropriate behaviors. Mrs. Bush, along with teachers and staff, incentivize the student body with Pride bucks, which are used to purchase desired, age appropriate items from the Panther store. She provides teachers and support personnel with professional development in classroom management, restorative practices, and effective strategies to aide students with successful academic, personal and social development. Additionally, Mrs. Bush works in conjunction with the guidance counselor and Multi-Tiered System of Supports (MTSS) coordinator to collect data and develop differentiated intervention services for students in need of Tier II or Tier III support.
Redel, Karen	Instructional Coach	Mrs. Redel serves as the reading instructional coach and the Multi-Tiered System of Supports (MTSS) coordinator. As the reading coach, she facilitates ongoing, job-embedded professional development to build teacher capacity. She utilizes the coaching cycle to provide continuous support to teachers in need of Tier II or Tier III support. Equally important, Mrs. Redel provides targeted instruction to students identified as performing below grade level on summative and formative assessments. Additionally, she oversees the school wide MTSS process by ensuring teachers are collecting academic data with fidelity and providing the appropriate intervention support for students in need of Tier II or Tier III support.

Name	Position Title	Job Duties and Responsibilities
Taylor Harris, Tandrika	School Counselor	Mrs. Harris provides a comprehensive curricula focused on academic, as well as social and emotional learning for all students. She incorporates character education, prevention and intervention services to meet the diverse needs of the student body. Her primary purpose is to remove barriers to learning and promote academic success by ensuring students have access to resources necessary for academic and social development. Mrs. Harris facilitates class meetings with a special emphasis on effective communication and social skills, coping/conflict resolution strategies and multicultural/diversity awareness.
Ansine, Geraldine	Math Coach	Geraldine Ansine serves as the math/science instructional coach. As the academic coach, she facilitates ongoing, job-embedded professional development to build teacher capacity. She utilizes the coaching cycle to support teachers in need of Tier II or Tier III support. Equally important, she also provides targeted instruction to students identified as performing below grade level on summative and formative assessments.

Demographic Information

Principal start date
Saturday 6/29/2019, Tabitha Brown

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
47

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
11

Demographic Data

Early Warning Systems

2021-22

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	29	62	70	71	76	77	0	0	0	0	0	0	0	385
Attendance below 90 percent	12	30	29	36	14	16	0	0	0	0	0	0	0	137
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	15	19	0	0	0	0	0	0	0	34
Course failure in Math	0	0	0	0	15	9	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	14	0	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	1	0	0	12	23	0	0	0	0	0	0	0	36

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/29/2021

2020-21 - 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	
Number of students enrolled	26	66	76	71	81	69	0	0	0	0	0	0	0	389
Attendance below 90 percent	10	26	33	14	25	6	0	0	0	0	0	0	0	114
One or more suspensions	0	1	0	4	1	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	13	21	24	0	0	0	0	0	0	0	58
Course failure in Math	0	0	0	14	11	13	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	24	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	26	0	0	0	0	0	0	0	42

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	0	1	0	13	26	26	0	0	0	0	0	0	0	66

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	26	66	76	71	81	69	0	0	0	0	0	0	0	389
Attendance below 90 percent	10	26	33	14	25	6	0	0	0	0	0	0	0	114
One or more suspensions	0	1	0	4	1	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	13	21	24	0	0	0	0	0	0	0	58
Course failure in Math	0	0	0	14	11	13	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	24	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	26	0	0	0	0	0	0	0	42

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	0	1	0	13	26	26	0	0	0	0	0	0	0	66

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				29%	57%	57%	29%	56%	56%
ELA Learning Gains				44%	58%	58%	35%	55%	55%
ELA Lowest 25th Percentile				42%	52%	53%	34%	48%	48%
Math Achievement				30%	63%	63%	46%	63%	62%
Math Learning Gains				37%	61%	62%	52%	57%	59%
Math Lowest 25th Percentile				29%	48%	51%	36%	46%	47%
Science Achievement				30%	56%	53%	41%	55%	55%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	24%	55%	-31%	58%	-34%
Cohort Comparison						
04	2021					
	2019	29%	57%	-28%	58%	-29%
Cohort Comparison		-24%				
05	2021					
	2019	30%	54%	-24%	56%	-26%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	15%	62%	-47%	62%	-47%
Cohort Comparison						
04	2021					
	2019	31%	63%	-32%	64%	-33%
Cohort Comparison		-15%				
05	2021					
	2019	43%	57%	-14%	60%	-17%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	54%	-25%	53%	-24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools that are being used to compile the data below are i-Ready and PMA.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	34%	45%
	Economically Disadvantaged	13%	30%	49%
	Students With Disabilities	0%	25%	50%
	English Language Learners	11%	11%	22%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15%	14%	38%
	Economically Disadvantaged	15%	8%	34%
	Students With Disabilities	0%	25%	25%
	English Language Learners	11%	0%	33%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16%	18%	26%
	Economically Disadvantaged	9%	9%	21%
	Students With Disabilities	0%	0%	14%
	English Language Learners	15%	8%	8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	9%	19%
	Economically Disadvantaged	3%	5%	14%
	Students With Disabilities	0%	0%	0%
	English Language Learners	8%	8%	15%

Grade 3			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	48%	42%
	Economically Disadvantaged	22%	46%	43%
	Students With Disabilities	17%	33%	33%
	English Language Learners	22%	44%	33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8%	21%	30%
	Economically Disadvantaged	8%	17%	36%
	Students With Disabilities	0%	17%	17%
	English Language Learners	0%	11%	22%

Grade 4			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	37%	34%
	Economically Disadvantaged	19%	34%	36%
	Students With Disabilities	0%	20%	20%
	English Language Learners	10%	10%	30%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	38%	51%
	Economically Disadvantaged	12%	37%	56%
	Students With Disabilities	0%	10%	20%
	English Language Learners	20%	40%	50%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	21%	29%
	Economically Disadvantaged	5%	22%	30%
	Students With Disabilities	10%	20%	20%
	English Language Learners	5%	19%	14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	26%	43%
	Economically Disadvantaged	13%	27%	42%
	Students With Disabilities	13%	38%	63%
	English Language Learners	5%	24%	33%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	31%	38%
	Economically Disadvantaged	27%	30%	41%
	Students With Disabilities	30%	40%	30%
	English Language Learners	7%	20%	13%

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	17	50		33	58						
ELL	23	82		43	72		13				
BLK	27	43	31	43	65	73	31				
HSP	29	83		47	74		24				
FRL	30	57	53	47	70	69	33				
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							

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	48
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In four out of the five grade levels, English Language Learners performed lower or at the same level as the other subgroups in ELA. Another identified trend includes the Students with Disabilities performing lower in mathematics compared to the other subgroups in four of the five grade levels.

All students in both ELA and mathematics showed a 10% increase or more across all grade levels. 80% of the grade levels reflected double digit growth outcomes in mathematics. Economically Disadvantaged students showed an increase of 10% or more in both ELA and mathematics.

The 2018-2019 FSA ELA school data reflected the lowest proficiency with only 29 % of students achieving level 3 or higher. i-Ready ELA EOY data for 2020-2021 indicated 35% of students scored at a proficient or higher level.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring of the ELA i-Ready Beginning of Year (BOY) to End of Year (EOY) diagnostic assessments from the 2020-2021 school year, the i-Ready BOY standards view indicated 16% of our second grade students achieved proficiency or higher on the diagnostic assessment. 26% of the second grade students scored at proficient or higher on the end of year assessment. In addition, only eight percent of the second grade English Language Learners scored at the proficient level on the i-Ready ELA EOY.

According to the 2018-2019 Florida Standards Assessment data, ELA was the lowest reporting category with 29% of the third through fifth grade students performing at a proficient level.

The i-Ready Math BOY standards view indicated five percent of our second grade students achieved proficiency or higher on the diagnostic assessment. 19% of the second grade students scored at the proficient level or higher on the EOY assessment.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There were several factors that contributed to this need for improvement to include inconsistent monitoring practices for common planning in the primary grades and providing feedback on instructional delivery. Collaborative structures were not always effective due to the virtual and hybrid learning platforms.

The new actions needed to address this area of improvement are an increased focus on accelerating instruction by pre-teaching upcoming standards. Administration will increase the calibrated feedback to teachers receiving Tier II and Tier III support and hiring qualified instructional personnel to provide additional support with Tier I instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The 2018-2019 FSA data components that showed the most improvement were ELA learning gains and ELA lowest quartile. This was a nine percent increase in ELA learning gains and by eight percent in the ELA lowest quartile. i-Ready EOY mathematics reveals an increase of 17% or more for all subgroups in four of the five grade levels.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for this improvement were creating homogenous groups and developing targeted lessons for the additional hour of reading instruction and the Fundamental Basic Skills (FBS) block. In addition, the school-based and district coaches, program specialists, senior administrators, and tutors pulled-out targeted students to remediate/reteach standards in smaller group settings during the ELA and mathematics blocks. Groups were fluid throughout the school year. Also, during common planning, instructional coaches and teachers modeled standards-based lesson delivery to include engagement and monitoring strategies. Additional new actions implemented was an increased focus on data analysis by both teachers and students. School-wide there was a significant emphasis on public recognition for proficient scores on common assessments that included incentives for students.

What strategies will need to be implemented in order to accelerate learning?

The are several strategies that will be need to be implemented in order to accelerate learning. Initially, diagnosing essential missed learning will need to occur. Ongoing progress monitoring is the key to uncovering areas of need that can then be addressed. A strong diagnostic measure will be used at the beginning of each lesson progression to determine specific student needs will be developed by the school's leadership team.
Utilization of interdependent collaborative student teams will be incorporated into the learning environment. Students will work in academic teams to tackle rigorous standards-based tasks and every member contributes to the group's success, developing essential social-emotional skills in the process.

Strategic and intentional scaffolding will be implemented. It is essential to start a lesson with less complex text to establish a solid foundation of understanding before transitioning to more complex text; allowing students to be successful with text that may have been inaccessible without the support. Combining skills rather than focusing on isolated skills provides opportunities for students to use familiar, mastered skills in conjunction with newly acquired ones to achieve new levels of understanding. Finally building background knowledge and vocabulary support students' comprehension of grade-level text by building knowledge and vocabulary in a variety of ways, including immersion in multimedia resources that focus a single topic. Ultimately, pre-exposing students to core standards will be one of the best acceleration strategies to implement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided to teachers, over the course of the school year, will be based on the three areas of focus; standards-aligned instruction, Multi-Tiered Systems of Supports Framework and Social and Emotional Learning. While these overarching topics are broad, the following are some of the titles of the professional development opportunities:

- Implementing and Deconstructing K-2 ELA B.E.S.T Standards
- Revisiting Florida State Standards 3-5 (ELA and Math) and NGSSS Standards
- Taking a Deeper Dive Into the MTSS Process
- Whole Group and Small Group Framework (all content areas)

- Providing Targeted Support for ESE Population
- Social Emotional Learning-Year 2 Implementation
- Overview of the Instructional Framework (Leading Standards-based Instruction)

Increasing student achievement within subgroups, data analysis, and Positive Behavioral Interventions and Supports, will also be embedded into the professional learning repertoire.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Supplemental academic services will be provided before and after school through the acceleration model where students will have pre-exposure to core grade level standards. Structures have been established for acceleration to occur in every content area including the extended learning opportunity through the additional hour for reading. Scholars will receive core instruction on current standards from the teacher of record and also receive instruction on new standards with an interventionist.

Based on data, tutors will be providing strategic small group instruction to students in need of Tier II or Tier III support outside of the core instruction. Phillis Wheatley Elementary School will participate in the Caring School Community program. Caring School Community is a comprehensive, research-based social and emotional learning (SEL) program that builds school-wide community, develops students' social skills and SEL competencies, and enables a transformative stance on discipline. Additionally, differentiated and tiered coaching support will be provided to teachers based on classroom data and observational trends. Instructional trend feedback from administration will be given to teachers in need of Tier II or Tier III support on a bi-weekly basis.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Phillis Wheatley Elementary will continue to focus on increasing student proficiency in all content areas as a result of teachers consistently, purposefully, and collaboratively planning standards-based lessons coupled with delivering rigorous instruction to include effective monitoring of student progress toward learning and the implementation of authentic engagement strategies. Based on the results from 2018-2019 Florida Standards Assessment (FSA), there is a need for instruction to be more rigorous by building the instructional capacity of the classroom teachers. In ELA and Math, less than 50% of students were proficient on the FSA.
Measurable Outcome:	Based on 2018-2019 FSA Data: ELA proficiency will increase from 29% to 40% (+11) Mathematics 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 65% (+21) ELA learning gains for the lowest 25% of students will increase from 42% to 60% (+18) Mathematics learning gains will increase from 37% to 65% (+23) Mathematics learning gains for the lowest 25% of students will increase from 29% to 65% (+36)
Monitoring:	The area of focus will be monitored by the school-based leadership team and district support. The team will develop a walkthrough schedule to observe all teachers with an emphasis on teachers receiving Tier II and Tier III support. School-based leadership team and district support will monitor teacher's instructional practices during class walkthroughs. The teams will calibrate and quantify their observational findings. The actionable feedback will be shared during the weekly PLCs and during school-based meetings. Special emphasis will be placed on closing the achievement gap for students with exceptionalities. Equally important, consistent, streamlined, and explicit written and verbal feedback from administration on instructional practices, school-wide, will be culturally embedded to enhance pedagogical practices. Student common assessments and i-Ready data will also be used to monitor the effectiveness of instruction.
Person responsible for monitoring outcome:	Lukeshia Miller (lukeshia.miller@ocps.net)
Evidence-based Strategy:	Implementing the coaching cycle Building standards-based Professional Learning Communities
Rationale for Evidence-based Strategy:	The coaching cycle is a structured plan to help teachers and coaches learn and improve. The end result is that their coaching becomes more impactful and their students' learning increases as a result. The coaching cycle has six phases: 1) Set standards-based goals, 2) Develop learning targets, 3) Pre-assess, 4) Co-plan, 5) Co-teaching, 6) Post-assess In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions: 1) What do we want students to learn? What should each student know and be able to do as a result of each unit or grade level, 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis? 3) What will we do if they don't learn? 4) What will we do if they already know it?
Action Steps to Implement	

Grade level teams will participate in weekly common planning, facilitated by school-based and STO leadership team to deepen teacher's understanding of the standards. During common planning, the facilitator will emphasize the prerequisite skills that are needed; questioning strategies, monitoring techniques, and engagement strategies. Additionally, teachers will model instructional delivery and provide each other feedback. The school-based leadership team will continue meeting with teachers and support staff weekly to discuss student progress and needs in all content areas. ESE support staff will collaborate with teachers and instructional coaches in PLCs to provide high-yield strategies for students with learning disabilities.

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

The school-based administrators will continue to build a school-wide system to observe instructional practices by creating a monthly instructional walkthrough schedule to collect data on instructional trends and student outcomes.
Instructional trend data will be calibrated and shared will all teachers and support staff. Additionally a weekly walkthrough schedule will be created to provide feedback and support to Tier II and Tier III teachers within the coaching cycle.

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

The school-based leadership team and district support will continue to provide professional development aligned to standards-based instruction, authentic student engagement, monitoring for student understanding, and high yield strategies. The trainings will also be based on results of instructional trend data, assessment results, and lesson progression review. These main areas of professional learning will strengthen instructional trends and student progress monitoring data. Additionally, teachers and support staff will be provided with a survey to determine additional desired professional development for the 2021-2022 school year.

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

Administration will monitor the transference from planning to practice utilizing both school-based and STO-facilitated walkthroughs focused where results of walkthroughs and instructional sweeps are calibrated with the leadership team and teachers to promote reflection and action based upon identified trends. Walkthrough tools utilized will include Google forms that promote both quantitative and qualitative data collection methods.

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

#2. Other specifically relating to Multi-Tiered System of Supports Framework	
Area of Focus Description and Rationale:	Phillis Wheatley Elementary will focus on improving the efficiency and efficacy of the Multi-Tiered System of Supports (MTSS) framework in order to narrow the achievement gap and increase student proficiency. A continuum of Tier II and Tier III researched-based resources and assessments will be used to vigorously progress monitor data of students identified as needing additional Tier II and Tier III support. At the core of our school-wide system, targeted professional development and data analysis conversations will drive the decision making process. The data indicates there is a need for a systematic implementation of the MTSS process. By providing our staff with ongoing professional development that reinforces proper data collection, progress monitoring, and data analysis, we ensure that students' individual needs are met.
Measurable Outcome:	Based on 2018-2019 FSA Data: ELA proficiency will increase from 29% to 40% (+11) Mathematics 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 65% (+21) ELA learning gains for the lowest 25% of students will increase from 42% to 60% (+18) Mathematics learning gains will increase from 37% to 65% (+23) Mathematics learning gains for the lowest 25% of students will increase from 29% to 65% (+36)
Monitoring:	The school's leadership team will be active participants in all common planning meetings for each content area. Feedback on instructional trends in each content area will be provided during the common planning sessions. The school's leadership team will also attend weekly data meetings, which will focus on analyzing data from common assessments and district progress monitoring assessments to determine trends and needs for changes to instruction. Implementation of any shifts made to lessons will be monitored by the school's leadership conducting daily classroom walkthroughs. Upon completion of daily walkthroughs, individual feedback will be provided to instructional and support staff via the instructional framework and progress monitoring tools. The school's leadership team will be consistent with calibrating observations and streamlining feedback. Teachers and support staff in grades K-5 will receive calibrated feedback from both administrators on a bi-weekly basis.
Person responsible for monitoring outcome:	Lukeshia Miller (lukeshia.miller@ocps.net)
Evidence-based Strategy:	The Multi-Tiered System of Supports (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 students are supported by systematically delivering a range of interventions based on demonstrated levels of need.
Rationale for Evidence-based Strategy:	In order to effectively progress monitor and collect and analyze data, the instructional and support staff will receive additional professional development focusing on these elements of the Multi-Tiered System of Supports (MTSS) process. As a result, the staff will be better equipped to deliver targeted interventions on a weekly basis, gather and analyze progress monitoring data and make the necessary changes to intensive instruction provided. In addition to the initial layer of professional development, weekly grade level data meetings will be conducted to analyze student mastery of core content area standards while simultaneously determining the students in need of Tier II or Tier III support.
Action Steps to Implement	

Design a common planning framework that focuses on disaggregating formative and summative data, standards-based instruction, and engaging instructional delivery.

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

Administration will continually monitor both planning deliverables and the collective delivery of instruction through attendance in common planning and daily instructional walkthroughs. Ongoing feedback will be provided to teachers.

Person Responsible   Tabitha Brown (tabitha.brown@ocps.net)

Data will be evaluated and triangulated to ensure the effectiveness of the common planning process. Once data is evaluated, adjustments will be be made not only to instructional lessons but also utilized to strategically reorganize extra hour, FBS and teacher lead small groups.

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

Focus on engagement strategies/structures for teachers to utilize during whole group and small group instruction. Focus on the effective use of strategies to monitor students' understanding during instruction.

Person Responsible   Tabitha Brown (tabitha.brown@ocps.net)

Data will be continuously collected and analyzed for all students to ensure alignment and effectiveness of interventions for students receiving Tier I, Tier II, and Tier III supports. A frequent, structured system of data collection and support modification will occur for all students who continue to receive Tier II and Tier III supports.

Person Responsible   [no one identified]

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Phillis Wheatley Elementary will expand a culture for social and emotional learning (SEL) with all stakeholders. This will be done globally by implementing a comprehensive program that uniquely focuses on cooperative structures that empower all to maintain positive relationships in an environment that perpetuates safety, freedom of choice, and collaboration. Academic learning is enhanced when adults and students have opportunities to interact with others and make meaningful connections both academically and socially. By ensuring that the school has a culture for social and emotional learning, the following school needs will be addressed: -Increasing student proficiency in all content areas, with streamlined focus on mathematics, which has the largest achievement gap based on 2018-2019 FSA assessment -Increasing student proficiency with all ESSA subgroups, with special emphasis on the students with disabilities (SWD) subgroup, the lowest performing subgroup with only 18% of the students meeting the federal index threshold
Measurable Outcome:	Phillis Wheatley will: -Reduce the number of students having two or more early warning indicators by 30% -Reduce the number of students having attendance below 90 percent by 30%. -Reduce the number of discipline referrals by 50%
Monitoring:	The school-based leadership team, in conjunction with the school- based Social Emotional Learning Leadership Team, will provide professional development to all staff strengthening the awareness and importance of Social Emotional Learning and Leadership (SELL). Additionally, the implementation of the strategies will be monitored and the use of the resources will be modeled. Each classroom will implement class meetings to build relationships with students and develop a positive classroom community. A specific day and time will be assigned to each grade level to ensure that class meetings are taking place with fidelity. Lastly, CHAMPS will be implemented to set clear school wide expectations in an effort to decrease disciplinary infractions.
Person responsible for monitoring outcome:	Tandrika Taylor Harris (tandrika.taylorharris@ocps.net)
Evidence-based Strategy:	We will embed social and emotional learning into daily interactions, with both adults and students. Simultaneously, incorporating distributive leadership to progress and sustain collective efficacy and a culture of continuous improvement. Expand and enhance team collaboration and dynamics which positively influences student engagement and helps to increase academic expertise for all students.
Rationale for Evidence-based Strategy:	Having a healthy and flourishing school environment is paramount to global success of all stakeholders. Establishing a culture that has strategic professional development coupled with shared leadership opportunities at the hub of all interconnected systems emits sustained transformation. In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of the school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational change.
Action Steps to Implement	

Provide professional development on strengthening awareness and importance of Social Emotional Learning and Leadership (SELL) with instructional staff, support staff, and parents three times per year. (August 2021, December 2021, February 2022)
Every adult in the school community will maintain a high rate of positive interactions with students and show genuine interest in their lives, their activities, and their goals.

Person Responsible   Tandrika Taylor Harris (tandrika.taylorharris@ocps.net)

Implement the CHAMPS Behavior Management System to support classroom management, positively influence students engagement, and help increase academic achievement. CHAMPS is a positive and proactive approach that allow the instructional and support staff to teach behavior expectations throughout the school day. CHAMPS training during the 2021-2022 school year will center around the topics below:
-Improve classroom behavior (on-task, work completion, cooperation)
-Establish clear classroom behavior expectations with logical and fair responses to misbehavior
-Motivate students to put forth their best efforts (perseverance, pride in work)
-Increase academic engagement, resulting in improved test scores
-Teach students to behave respectfully and to value diversity
-Develop a common language about behavior among all staff
-Create a plan for orienting and supporting new staff

The dean will monitor the progress of CHAMPS on a monthly basis and provide the school team with updates during staff meetings.

Person Responsible   Julia Bush (julia.bush@ocps.net)

Increase the percentage of students in attendance daily to 90% or more of the year by 30% through Social Emotional Learning and Leadership (SELL) and mental wellness initiatives such as:
-Promote stronger relationships between teachers, administrators, support staff, and students
-New student 30/60 day check-in
-Soft start of the school day
-Calm corner
-Send letters home to families with attendance encouragement and strategies for support
-Let students earn points for high attendance

Person Responsible   Tandrika Taylor Harris (tandrika.taylorharris@ocps.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	After reviewing 2018-2019 FSA data as well as all available progress monitoring data from the 2020-2021 school year, it was determined that the most critical area for improvement at Phillis Wheatley Elementary School is ELA Proficiency. This was chosen as an area of focus based on the low percentage of students achieving proficiency (30%) and the amount of improvement needed in order for most of the students to attain grade level performance.
Measurable Outcome:	45% of all students in grades 3-5 will demonstrate proficiency as evidenced by the FSA ELA Spring 2022 administration.
Monitoring:	Teachers will engage in data analysis using the iReady diagnostic assessment results in addition to common assessments to determine how much growth is needed for each student on subsequent administrations. K-2 teachers will establish growth goals within iReady. Teachers in grades 3-5 will correlate i-Ready diagnostic results to predicted FSA achievement. Student progress toward meeting the established goals will be analyzed after the middle of the year and end of year diagnostics. Intermittent growth monitoring assessments will also be used in addition to common assessments. The MTSS framework will be tightened to ensure accountability for tracking, analyzing, and responding to intervention data. Meetings to discuss student progress within the tiers of support will be scheduled at the beginning of the school year to ensure the process is followed with fidelity and then occur on an ongoing basis to gauge areas of strength and deficiencies.
Person responsible for monitoring outcome:	Lukeshia Miller (lukeshia.miller@ocps.net)
Evidence-based Strategy:	Teachers, in collaboration with the School Transformation Office and school-based leadership team, will ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. There will be increased scaffolds during ELA that will gradually be decreased during tier I instruction to increase student independent processing of text with increased checks for understanding.
Rationale for Evidence-based Strategy:	Increasing proficiency through high-quality instruction is a research-based practice linked to increases in student proficiency when coupled with effective pedagogical practices.

Action Steps to Implement

Teachers will engage in effective common planning in the area of ELA as led by the STO Senior Administrator over ELA and school-based administration to include planning and delivery of effective tier I instruction.

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

Daily classroom walkthroughs will be completed in all grades to ensure the transference from planning to delivery of ELA instruction.

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

Ongoing daily feedback, coupled with coaching supports, will be provided to all teachers to ensure effective ELA instructional delivery.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Building a positive school culture and environment is a priority at Phillis Wheatley and is evident throughout the school year. School-based leadership in conjunction with the Social Emotional Learning and Leadership strategically plans and continuously reflects on school culture. Knowing that a positive school environment starts with leadership, positive connections with staff, students, and families were created. The accomplishments of students and staff were often highlighted and celebrated. Understanding the importance of communication, an open door policy was maintained and changes, feedback and expectations were clearly communicated. In addition, norms were created and activities were developed to allow team building and collaboration. At the beginning of the year, teachers were provided with training and resources so that this could carry over into their classrooms. In August 2020, all staff members completed the a social emotional learning overview on Canvas. In October 2020, social emotional learning materials were presented to the entire staff. In December 2020, teachers were provided with the Sanford Harmony resource and in place of a staff meeting, a relationship building activity was completed; Paint & Play. The art teacher virtually led the activity while teachers gathered in their team leaders classroom to participate. The activity included the cafeteria staff, custodial staff, and front office staff. All teams enjoyed this opportunity to bond and connect with their teammates. In February 2021, a Zen check-in with the staff was hosted as a school culture "temperature check". In April 2021, a self-care day was provided for the staff in which everyone was able to get a massage, foot rub, comfy socks, and a sweet treat. Positivity was modeled and opportunities were consistently provided for teachers to connect, feel valued, and appreciated.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School administration in conjunction with the Social Emotional Learning and Leadership Team will provide professional development to all staff strengthening the awareness and importance of Social Emotional Learning and Leadership (SELL). Additionally, the implementation of the strategies modeled and usage of the resources provided will be monitored. Each classroom will work to implement class meetings to build relationships with students and develop a positive classroom community which contributes to the overall development of a positive culture school wide.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$183,508.75
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	1361 - Phillis Wheatley Elementary	UniSIG	0.88	$49,940.10
			Notes: Resource Teacher intervention will assist with grades 2-5.			
	5100	160-Other Support Personnel	1361 - Phillis Wheatley Elementary	UniSIG	2.0	$68,277.12
			Notes: 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science. Program Assistant will push into the classroom and work with small groups of identified students who need additional support.			
	5100	210-Retirement	1361 - Phillis Wheatley Elementary	UniSIG		$5,403.51
			Notes: Retirement Benefits Resource Teacher for intervention in the classroom.			
	5100	210-Retirement	1361 - Phillis Wheatley Elementary	UniSIG		$7,387.58
			Notes: Retirement Benefits 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		$3,820.41
			Notes: Social Security Benefits Resource Teacher for intervention in the classroom.			
	5100	220-Social Security	1361 - Phillis Wheatley Elementary	UniSIG		$5,223.19
			Notes: Social Security Benefits 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		$9,289.00
			Notes: Health Insurance Benefits Resource Teacher for intervention in the classroom.			
	5100	231-Health and Hospitalization	1361 - Phillis Wheatley Elementary	UniSIG		$18,578.00
			Notes: Health Insurance Benefits 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		$35.25
			Notes: Life Insurance Benefits Resource Teacher for intervention in the classroom.			
	5100	232-Life Insurance	1361 - Phillis Wheatley Elementary	UniSIG		$48.20
			Notes: Life Insurance Benefits 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		$174.79
			Notes: Workers Compensation Benefits Resource Teacher for intervention in the classroom.			
	5100	240-Workers Compensation	1361 - Phillis Wheatley Elementary	UniSIG		$238.79
			Notes: Workers Compensation Benefits 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		$6.49
			Notes: Unemployment Compensation Benefits Resource Teacher for intervention in the classroom.			
	5100	250-Unemployment Compensation	1361 - Phillis Wheatley Elementary	UniSIG		$8.87
			Notes: Unemployment Compensation Benefits 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		$1,204.55
			Notes: Other Employee Benefits Resource Teacher for intervention in the classroom.			
	5100	290-Other Employee Benefits	1361 - Phillis Wheatley Elementary	UniSIG		$1,646.84
			Notes: Other Employee Benefits 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction			
	5100	510-Supplies	1361 - Phillis Wheatley Elementary	UniSIG		$9,175.00
			Notes: 5% Allowable for classroom supplies is $9,175.00			
	5900	120-Classroom Teachers	1361 - Phillis Wheatley Elementary	UniSIG	0.02	$2,603.15
			Notes: 2 Tutors X 17 days X 2 hours per day @35.00 per hour. Hours will be during the school day. Tutors to push in for no more than 29 hours a week supporting instruction in grades 3-5. Tutors can be shifted to support grades K-2 for all content areas ELA, Math and Science.			
	5900	210-Retirement	1361 - Phillis Wheatley Elementary	UniSIG		$257.51
			Notes: Retirement Benefits for 2 Tutors X 17 days X 2 hours per day @35.00 per hour			
	5900	220-Social Security	1361 - Phillis Wheatley Elementary	UniSIG		$182.07
			Notes: Social Security Benefits for 2 Tutors X 17 days X 2 hours per day @35.00 per hour			
	5900	240-Workers Compensation	1361 - Phillis Wheatley Elementary	UniSIG		$8.33
			Notes: Workers Compensation for 2 Tutors X 17 days X 2 hours per day @35.00 per hour			

2	III.A.	Areas of Focus: Other: Multi-Tiered System of Supports Framework	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$192,683.75