

Miami-Dade County Public Schools

Phyllis Wheatley Elementary School



2021-22 Schoolwide Improvement Plan

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Phyllis Wheatley Elementary School

1801 NW 1ST PL, Miami, FL 33136

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

Demographics

Principal: Cathy Williams

Start Date for this Principal: 7/16/2013

| | |
|--|---|
| 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* Black/African American Students* Hispanic Students* Economically Disadvantaged Students* |
| School Grades History | 2018-19: B (56%) 2017-18: C (48%) 2016-17: B (60%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| 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 Dade 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Phyllis Wheatley Elementary School

1801 NW 1ST PL, Miami, FL 33136

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

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 94% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 99% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | B | B | C |

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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 |
|-------------------------|---------------------|--|
| Williams, Cathy | Principal | Cathy M. Williams, Principal, will provide a common vision for the use of data-based decision-making, ensure the School Leadership Team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities. |
| Izquierdo-Nunez, Tessie | Assistant Principal | Deborah Arca, Assistant Principal, will provide guidance on K-12 Comprehensive Reading, Mathematics, and Science Plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; ensure ESE and ESOL policies and procedures are followed, and support the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans. |
| Jean-Mary, Bienicka | Reading Coach | Bienicka Jean-Mary, Reading Coach, will develop, lead, and evaluate school core content standards/program; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment. |
| Oates, Sarica | Math Coach | Sarica Oates, Math Coach, will develop, lead, and evaluate school core content standards/program; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment. |
| Brown, Iatarra | School Counselor | Iatarra Brown, Guidance Counselor, will provide quality services and expertise on issues ranging from academic, behavioral, and SEL needs of students, as well as facilitate school-wide initiatives, such as Positive Behavior System (PBS) Program, Attendance, Character Education, and Discipline. |
| Wiener, Stacey | Instructional Media | Stacey Wiener, Media Specialist, will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/ |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|----------------|--|
| | | intervention/enrichment, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. |
| Garcia, Yusley | Teacher, ESE | Yolanda Dukes, ESE Teacher, will provide instruction and support to all students and instructional staff to ensure the instructional needs of students are met, at-risk students are identified, and proper documentation for the RtI process are implemented within the appropriate time frame. |

Demographic Information

Principal start date

Tuesday 7/16/2013, Cathy Williams

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.*

3

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.*

14

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

182

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

0

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

1

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 | 32 | 14 | 34 | 44 | 23 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 182 |
| Attendance below 90 percent | 11 | 10 | 25 | 17 | 10 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 3 | 0 | 3 | 7 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Course failure in Math | 4 | 0 | 2 | 3 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Number of students with a substantial reading deficiency | 8 | 5 | 22 | 22 | 15 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |

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 | 6 | 2 | 5 | 8 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |

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 | 8 | 4 | 6 | 6 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Students retained two or more times | 0 | 0 | 1 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Number of students enrolled | | | | | | | | | | | | | | |
| Attendance below 90 percent | | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | | |
| Course failure in ELA | | | | | | | | | | | | | | |
| Course failure in Math | | | | | | | | | | | | | | |
| Level 1 on 2019 statewide FSA ELA assessment | | | | | | | | | | | | | | |
| Level 1 on 2019 statewide FSA Math assessment | | | | | | | | | | | | | | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators | | | | | | | | | | | | | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

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 | 33 | 37 | 39 | 31 | 41 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 211 |
| Attendance below 90 percent | 14 | 22 | 18 | 12 | 23 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 7 | 5 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Course failure in Math | 0 | 0 | 4 | 3 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 1 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

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 | 6 | 2 | 8 | 8 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |

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 | 8 | 4 | 6 | 6 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| Students retained two or more times | 0 | 0 | 1 | 4 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

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 | | | | 32% | 62% | 57% | 39% | 62% | 56% |
| ELA Learning Gains | | | | 45% | 62% | 58% | 47% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 60% | 58% | 53% | 64% | 59% | 48% |
| Math Achievement | | | | 52% | 69% | 63% | 39% | 69% | 62% |

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Math Learning Gains | | | | 79% | 66% | 62% | 42% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 100% | 55% | 51% | 54% | 55% | 47% |
| Science Achievement | | | | 23% | 55% | 53% | 48% | 58% | 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 | 34% | 60% | -26% | 58% | -24% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 38% | 64% | -26% | 58% | -20% |
| Cohort Comparison | | -34% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 15% | 60% | -45% | 56% | -41% |
| Cohort Comparison | | -38% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 36% | 67% | -31% | 62% | -26% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 48% | 69% | -21% | 64% | -16% |
| Cohort Comparison | | -36% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 44% | 65% | -21% | 60% | -16% |
| Cohort Comparison | | -48% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 14% | 53% | -39% | 53% | -39% |
| 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 tool used for ELA and Math for grades K-5 was I-Ready AP1 for Fall, AP2 for Winter, and AP3 for Spring. Grade 5 Science used a Baseline for Fall, Mid-Year for Winter, and the FCAT Science 2.0 for Spring data.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 17% | 23% | 21% |
| | Economically Disadvantaged | 17% | 23% | 21% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | 0% | 0% | 0% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 21% | 24% | 0% |
| | Economically Disadvantaged | 21% | 24% | 0% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | 0% | 0% | 0% |
| | | | | |
| Grade 2 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 12% | 16% | 21.2% |
| | Economically Disadvantaged | 12% | 16% | 23.3% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | 12% | 15% | 33% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 12% | 19% | 21% |
| | Economically Disadvantaged | 12% | 21% | 23% |
| | Students With Disabilities | 12% | 15% | 0% |
| | English Language Learners | 12% | 15% | 25% |
| | | | | |

| Grade 3 | | | | |
|--------------------------|-------------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 27% | 43% | 52% |
| | Economically Disadvantaged | 27% | 43% | 52% |
| | Students With Disabilities | 0% | 0% | 25% |
| | English Language Learners | 0% | 0% | 0% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 5% | 43% | 23% |
| | Economically Disadvantaged | 5% | 43% | 23% |
| | Students With Disabilities | 24% | 43% | 0% |
| | English Language Learners | 27% | 43% | 0% |
| | | | | |
| Grade 4 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 13% | 13% | 19% |
| | Economically Disadvantaged | 13% | 13% | 19% |
| | Students With Disabilities | 10% | 13% | 17% |
| | English Language Learners | 0% | 0% | 0% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 9% | 19% | 31% |
| | Economically Disadvantaged | 9% | 19% | 31% |
| | Students With Disabilities | 10% | 13% | 33% |
| | English Language Learners | 0% | 0% | 0% |
| | | | | |

| Grade 5 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 13% | 22% | 26% |
| | Economically Disadvantaged | 13% | 22% | 26% |
| | Students With Disabilities | 10% | 15% | 20% |
| | English Language Learners | 0% | 0% | 0% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 9% | 22% | 30% |
| | Economically Disadvantaged | 9% | 22% | 30% |
| | Students With Disabilities | 10% | 15% | 30% |
| | English Language Learners | 13% | 22% | 20% |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0% | 4.0% | 13% |
| | Economically Disadvantaged | 0% | 4.0% | 13% |
| | Students With Disabilities | 0% | 0% | 13% |
| | English Language Learners | 0% | 0% | 0% |

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 | | | | 7 | | | | | | | |
| ELL | | | | | | | | | | | |
| BLK | 20 | 32 | | 19 | 5 | | 11 | | | | |
| HSP | 8 | | | 23 | | | | | | | |
| FRL | 19 | 35 | | 20 | 15 | | 13 | | | | |
| 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 | | | | 31 | | | | | | | |
| ELL | 20 | | | 40 | | | | | | | |
| BLK | 29 | 45 | | 55 | 85 | 100 | 22 | | | | |
| HSP | 36 | | | 43 | | | | | | | |
| FRL | 31 | 45 | 60 | 52 | 79 | 100 | 23 | | | | |

| 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 | | | | 40 | | | | | | | |
| ELL | 38 | 80 | | 42 | | | | | | | |
| BLK | 40 | 41 | | 35 | 37 | 50 | 36 | | | | |
| HSP | 36 | 64 | | 50 | 57 | | | | | | |
| FRL | 39 | 47 | 64 | 39 | 42 | 54 | 48 | | | | |

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 | 27 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 4 |
| Progress of English Language Learners in Achieving English Language Proficiency | 62 |
| Total Points Earned for the Federal Index | 162 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 4 |
| 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 | 62 |
| 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 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 | 17 |
| 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 | 30 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 27 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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?

According to the state data for 2021, it can be seen that ELA proficiency, 18%, continues to be lower than Math proficiency, 19%. For the 2019 FSA data ELA proficiency was at 32% while Math proficiency was at 52%. This data is significant as it strongly indicates the school's main area of need

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

Based on the 2021 data, it is evident that proficiency in all core content areas, across all grade levels, and subgroups needs to continue to be a focus. The 2021 data indicates that Reading proficiency was at 18%, Math proficiency was 19%, and Science proficiency was at 13%. To improve proficiency levels in all core content areas is to continue focusing additional efforts to Reading content areas, so students will be better equipped when reading their math and science assessment questions.

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

The student population at Phillis Wheatley Elementary School is highly transient. Students do not typically stay for more than one school year, as we are the home school to two neighboring homeless shelters. Due to the instability in housing, students often have excessive absences which negatively impacts their student achievement. While at our school, students receive additional support in their social emotional learning, attendance, and in academics; however, due to them receiving housing or transferring to a different shelter, we do not get to see students rise to their fullest academic potential while enrolled at our school.

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

Based on the 2019 state assessments, 100% of students in the lowest 25th percentile made learning gains in Math. This was an increase of 46% from 2018. Additionally, both Math proficiency, 52%, and learning gains, 79%, improved significantly. In 2018, Math proficiency was at 39% and learning gains was at 42%.

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

The improvement in Math was due to the additional push-in support provided by the math Instructional Coach for differentiated and small group instruction. Additionally, students participated in after and Saturday school focusing on various math strategies and content to further assist students with comprehension.

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

According to the 2021 FSA scores, ELA proficiency is 18% and our Math is at 19%. In order to accelerate learning, Instructional Coaches will meet with teachers to assist with planning for whole group and differentiated instruction to ensure the needs of all learners are being met. Additionally, administration will conduct walkthroughs to monitor instructional activities planned during common planning. If teachers are in need of additional support, instructional coaches will provide teachers with collaboration opportunities to assist with areas of improvement.

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.

Teachers were provided with professional development on various programs utilized within the classroom such as i-Ready, Gizmos, and Reflex Math. Additionally, teachers will also work with the Instructional Coaches and Curriculum Support Specialists on ways to improve engagement during collaborative planning sessions.

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

Teachers will still be utilizing innovative platforms to increase engagement within their classroom, such as Near Pod and Schoology. Teachers will also continue to receive professional development for these platforms, as well as other learning platforms, such as i-Ready, Reflex Math, and Gizmos. Additionally, teachers will also work with Instructional Coaches to plan for whole group and differentiated instruction. The school will also host vertical collaborative planning sessions where teachers in all content areas, regardless of grade level, will meet to discuss content, best practices, and engagement strategies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. Additionally, the 2020-2021 data indicates that 35% of students achieved Reading Learning Gains and 15% achieved Math Learning Gains. This is a drastic decrease in learning gains when compared to the 2018-2019 data of 45% for Reading and 79% for Math. While students are returning from a year of learning loss, we are not meeting the unique needs of all learners. Therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.

Measurable Outcome:

If we successfully implement Differentiation, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Cathy Williams (cwilliams5@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy:

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available from classroom performance, bi-weekly, topic, quarterly, and i-ready assessments.

Action Steps to Implement

1. Provide PDs to teachers on the new resources, framework, pacing guide, and assessment calendars.

Person Responsible

Bienicka Jean-Mary (291872@dadeschools.net)

2. The Reading Coach, teachers & interventionists will analyze data, adjust student grouping, and ensure resources are meeting the needs of students.

Person Responsible

Bienicka Jean-Mary (291872@dadeschools.net)

3. Observe teachers to ensure they are effectively utilizing resources.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

4. Quarterly data chats to monitor all data points to ensure the effectiveness of DI/Small group instruction, student engagement, and student mastery of standards.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

5. Conduct weekly walkthroughs to provide teachers with feedback.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

6. The Math Coach will provide professional development on retrieving and analyzing data from Performance Matters and the various reports available.

Person Responsible Sarica Oates (249389@dadeschools.net)

7. During collaborative planning, the Math Coach will assist teachers in identifying the lowest standard, based on topic assessment data, and identifying the resource material for remediation to plan for differentiated instruction.

Person Responsible Sarica Oates (249389@dadeschools.net)

8. All 3rd-5th grade teachers have been assigned instructional support personnel to assist with the implementation of differentiation instruction.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

9. During Collaborative Planning, coaches and teachers will identify appropriate resources that addresses students' needs.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

#2. Instructional Practice specifically relating to Small Group Instruction

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| Area of Focus Description and Rationale: | Based on the 2021 data review, our school will implement Small Group Instruction for Tier 2 & Tier 3 Students. We selected the overarching area of Small Group Instruction based on a high percentage of students demonstrating reading deficiencies. According to the 2021 FSA data, only 18% of students are proficient in Reading. We understand the importance of meeting the unique needs of all learners therefore it is evident that we must implement Tier 2 & Tier 3 Reading Intervention services with fidelity. |
| Measurable Outcome: | If we successfully implement Small Group Instruction for Reading Intervention, then our students will increase by a minimum of five (5) percentage points as evidenced by the 2022 State Assessments. |
| Monitoring: | The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review Reading Intervention lesson plans. Data Analysis of formative assessments of Tier 2 & Tier 3 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs. |
| Person responsible for monitoring outcome: | Bienicka Jean-Mary (291872@dadeschools.net) |
| Evidence-based Strategy: | Within the Targeted Element of Small Group Instruction for Reading Intervention for Tier 2 & Tier 3 students, our school will focus on the evidence-based strategy of: Ongoing Progress Monitoring (OPM). Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class. |
| Rationale for Evidence-based Strategy: | Ongoing Progress Monitoring (OPM) will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available. |

Action Steps to Implement

1. Provide PD to teachers and interventionists on new Reading Elevate/Horizon's Intervention Program.

Person Responsible Bienicka Jean-Mary (291872@dadeschools.net)

2. Administration will create a schedule for weekly collaborative planning sessions for the Reading Coach, teachers, and interventionists.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

3. Analyze data to create intervention groups based on students' needs and adjust groups based on current data.

Person Responsible Bienicka Jean-Mary (291872@dadeschools.net)

4. Look for extended learning opportunities to address the lack of academic progress.

Person Responsible Sarica Oates (249389@dadeschools.net)

5. Conduct regular walkthroughs to ensure DI and small group instruction are being implemented with fidelity, and provide teachers with feedback.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

6. Teachers will plan an additional hour, once a month, with their grade-level partner for intervention. During this time, teachers will also conduct a product review of intervention folders and journals to determine “glows and grows.”

Person Responsible Bienicka Jean-Mary (291872@dadeschools.net)

7. The administration will conduct weekly walkthroughs to ensure teachers maintain pace, provide explicit content delivery, and monitor software usage.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

8. The Reading Coach will continue to monitor the implementation of Tier 2 and Tier 3 Reading Intervention and provide individualized feedback.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

9. Administration will conduct weekly walkthroughs to ensure teachers are following the Pacing Guide, administering OPMs, implementing the software programs, and actively engaging students in small group activities.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

#3. Instructional Practice specifically relating to ELA

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| Area of Focus Description and Rationale: | Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 18% proficiency in ELA for grades 3 – 5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 18% proficiency to the 2019 FSA ELA proficiency of 32%. Over the last two years, ELA proficiency dropped 14 percentage points. Tier 1 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor tier 1 instruction. |
| Measurable Outcome: | If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficient students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments. |
| Monitoring: | The Leadership team will participate in weekly collaborative planning, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. Transformation coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards. Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of bi-weekly progress monitoring assessments, as well as the review of products, will be utilized to track progress and determine the effectiveness of instructional delivery and planning. |
| Person responsible for monitoring outcome: | Cathy Williams (cwilliams5@dadeschools.net) |
| Evidence-based Strategy: | Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based collaborative planning brings teachers together to learn from each other and collaborate. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance. |
| Rationale for Evidence-based Strategy: | Standards-Based Collaborative Planning will ensure teachers plan rigorous and aligned lessons that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance. |

Action Steps to Implement

1. Teachers will participate in weekly collaborative planning, with a focus on standards aligned instruction, resulting in an explicit lesson plan that scaffolds instruction.

Person Responsible Bienicka Jean-Mary (291872@dadeschools.net)

2. Instructional delivery will include a stated purpose, daily learning target, and end product, to ensure that what was planned for is delivered.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

3. Bi-Weekly product reviews will be held during collaborative planning for the purpose of assessing the impact of the instructional delivery.

Person Responsible Bienicka Jean-Mary (291872@dadeschools.net)

4. Data analysis of progress monitoring assessments will be conducted bi-weekly to assess the delivery of content on student performance.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

5. During Collaborative Planning, teachers will work with the T.C. to identify the Daily Learning Target and develop and determine where the Daily End Product will be located.

Person Responsible Bienicka Jean-Mary (291872@dadeschools.net)

6. The Leadership Team will conduct student data chats to discuss weekly I-Ready minutes and pass rate, as well as their performance on bi-weekly assessments.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

7. The Reading Coach and teachers will continue to monitor students' progress, analysis data, and identify appropriate resources for DI and small group instruction.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

8. Administration will continue to conduct walkthroughs to monitor student engagement, instructional delivery, and student progress.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

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| Area of Focus Description and Rationale: | Based on the data review, our school will implement the Targeted Element of Student Attendance. Student attendance continues to be an area of concern. For the 2020-2021 school year, there were 12% of students with 11-15 absences, 27% with 16-30 absences, and 19% with 31 or more absences. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high. |
| Measurable Outcome: | If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 6 percentage points by June 2022. |
| Monitoring: | The Attendance Review Committee (ARC) will work to connect with families who struggle with attendance, identify the root cause for absences, and will create a plan of action to ensure students are able to be present daily. The ARC will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The ARC will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the ARC on a weekly basis with emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary. |
| Person responsible for monitoring outcome: | Cathy Williams (cwilliams5@dadeschools.net) |
| Evidence-based Strategy: | Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences. |
| Rationale for Evidence-based Strategy: | Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards. |

Action Steps to Implement

1. Contact parents of students with 3 or more unexcused absences.

Person Responsible Ilatarra Brown (ivbrown@dadeschools.net)

2. As new students enter who have excessive absences, administration will meet with parents to provide an overview of the attendance and district truancy plan.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

3. Will meet on a weekly basis with the Attendance Review Committee (ARC) to review truancy data and to schedule truancy meetings with parents and/or guardians.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

4. Seek out community stakeholders to provide assistance with bringing incentives to the school so that students who participate in perfect attendance are receiving the recognition they deserve.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

5. Monthly classroom celebrations will be held for the homeroom with the most perfect attendance days.

Person Responsible Iatarra Brown (ivbrown@dadeschools.net)

6. The A.R.C. will personally meet with truant students to motivate students to attend school daily and determine if additional support is needed.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

7. Beginning February 1, 2022 until June 2022, our ARC will work with District representatives, community agencies, as well as hire an additional Student Service personnel to assist with implementing our School-wide Attendance Plan and implementing our i-Attend procedures. Administration will continue to monitor the daily attendance bulleting to ensure student attendance is improving.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

8. Beginning February 1, 2022, until May 2022, for grades 3-5, L25 and L35 students have been identified and will be part of our school's Students with Academic Goals (SWAG) club and will be mentored by a faculty or staff member of the school. Faculty and staff will motivate and check-in with their mentee in regards to their academic progress, behavior, and attendance.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

#5. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Managing Accountability Systems (MAS). We selected the overarching area of MAS because it is imperative for us to disaggregate data and monitor systems to make instructional decisions that lead to an increase in student achievement. Data results show areas for improvement include academics, attendance, and social emotional development.

Measurable Outcome: If we successfully implement MAS, then our students will increase in their academic achievement and lower their number of absences and student discipline referrals.

Monitoring: The Leadership Team will conduct quarterly data chats, to review all students' academic progress, attendance, and disciplinary referrals. Administration will conduct regular walkthroughs to ensure monitoring systems are being implemented with fidelity. All data points for academics, attendance, and behavior will be analyzed during Leadership Team meetings to ensure effective instructional delivery and student engagement is occurring.

Person responsible for monitoring outcome: Cathy Williams (cwilliams5@dadeschools.net)

Evidence-based Strategy: Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.

Rationale for Evidence-based Strategy: Managing Data Systems and Processes involves monitoring all data sources to ensure administration and teachers are using relevant, recent, and aligned data to implement school-wide initiatives that focus on improving students' academics, attendance, and behavior, as well as addressing students' individual needs. The leadership team will continue to monitor and make any necessary adjustments to programs and procedures.

Action Steps to Implement

1. Conduct quarterly data chats with teachers, to review all students' academic progress, attendance, and disciplinary referrals.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

2. Conduct quarterly data chats with students, to review all students' academic progress, attendance, and disciplinary referrals.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

3. Conduct regular walkthroughs to ensure monitoring systems are being implemented with fidelity, and provide teachers with feedback.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

4. Collect and analyze all data points for academics, attendance, and behavior for Leadership Team meetings.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

5. Administration and T.C. have created “look-fors” for each school-wide system, which will be reviewed during Collaborative Planning and upcoming Professional Development opportunities.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

6. The administration will conduct one-to-one needs assessments with teachers, specifically relating to areas of the S.I.P., to determine additional support and next steps.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

7. Beginning February 1, 2022, until February 11, 2022, the Leadership Team will conduct individual data chats with students in 3-5 grade and teachers (grades K-5), addressing students' behavior, attendance, academic performance, and any other additional concerns.

Person Responsible Cathy Williams (cwilliams5@dadeschools.net)

8. Beginning February 1, 2022, until May 2022, for grades 3-5, L25 and L35 students have been identified and will be part of our school's Students with Academic Goals (SWAG) club and will be mentored by a faculty or staff member of the school. Faculty and staff will motivate and check-in with their mentee in regards to their academic progress, behavior, and attendance.

Person Responsible Tessie Izquierdo-Nunez (247855@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

According to the 2021 discipline data, Phillis Wheatley Elementary reported 0.4 incidents per 100 students. This data shows a rate less than Florida's elementary school average rate of 1.0 incidents per 100 students. Students understand how they are valued as individuals within the school. On the 2020-2021 School Climate Survey, over 80% of students felt that the principal responds to students' concerns and deals with conflict constructively. All positive and negative behavior is addressed and discussed with students. Early interventions are provided to students who display negative behavior, which assists in the prevention of behaviors that lead to discipline data. Identified students are monitored, by the School Leadership Team, to ensure they attend school on a daily basis, are receiving academic, social, and emotional support.

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.

Our strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families to ensure they have the necessary information to support their children. Students are supported through personal relationships through our mentorship program, Students with Academic Goals (SWAG) Club. Staff are provided opportunities to take part in Team-Building activities in addition to various celebrations of success during informal meet-ups. Additionally, all student subgroups are supported through an inclusive learning environment. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experiences at our school. We also ensure information is provided to all stakeholders through our parent monthly school calendar and weekly school newsletters for Teachers. Additionally, we utilize Teams and GroupMe to remain in constant communication. We continue to build our skill-set in ensuring our classrooms are fostering the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselor (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Instructional Coaches and Teacher Leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families, which includes promoting an inclusive culture.