

Orange County Public Schools

Phillis Wheatley Elementary



2022-23 Schoolwide Improvement Plan

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Phillis Wheatley Elementary

1475 MARVIN C ZANDERS AVE, Apopka, FL 32703

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

Demographics

Principal: Tabitha Brown

Start Date for this Principal: 7/27/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (61%) 2018-19: D (34%) 2017-18: D (39%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		D	D

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Brown, Tabitha	Principal	<p>Ms. Brown 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. Brown 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</p>
Castro, Jennifer	Assistant Principal	<p>Mrs. Castro 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. Mrs. Castro analyzes common assessment data to make timely instructional decisions that impact student achievement. Assistant Principal Castro monitors discipline processes to ensure a safe learning and working environment.</p>
Redel, Karen	Instructional Coach	<p>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.</p>
Huff-Robinson, Nicole	Curriculum Resource Teacher	<p>Ms. Huff serves as the Curriculum Resource Teacher (CRT), testing coordinator, and ESOL Compliance Specialist. She ensures teachers have curricula resources needed throughout the learning environments. She facilitates professional development, common planning, and data meetings to build teacher capacity. Ms. Huff provides targeted instruction to identify Tier II and Tier III students. As the testing coordinator, she oversees the organization and administration of school-based, district-level, and state standardized testing. Ms. Huff also facilitates and monitors services for English Language Learners (ELLs) and organizes the Multicultural Parent Leadership Council (MPLC) meetings. The CCT also assists teachers in implementing instructional strategies and monitors the effectiveness of those strategies.</p>

Name	Position Title	Job Duties and Responsibilities
Ansine, Geraldine	Instructional Coach	Mrs. 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.
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
Williams, Andreaus	Dean	Mrs. Williams assists with the school-wide implementation of Positive Behavioral and Intervention Systems PBIS for Phillis Wheatley Elementary. Through collaborative efforts, she will develop and implement a Tier I plan, Panther Pride, which is a universal system of proactive expectations that are utilized to encourage appropriate behaviors. Mrs. Williams, along with teachers and staff, will incentivize the student body with Pride bucks, which are used to purchase desired, age-appropriate items from the Panther store. She will provide teachers and support personnel with professional development in classroom management, restorative practices, and effective strategies to aid students with successful academic, personal and social development. Additionally, Mrs. Williams will work 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.
Mahoney, Stacey	Staffing Specialist	Mrs. Mahoney serves as the Staffing Specialist. As the staffing specialist, she will facilitate ongoing, job-embedded professional development related to Exceptional Student Education (ESE) to build teacher capacity. She will analyze the ESSA subgroups and closely monitor ESE data. Equally important, she will also provide targeted instruction to students identified as performing below grade level on summative and formative assessments.

Demographic Information

Principal start date

Wednesday 7/27/2022, Tabitha Brown

Number of teachers with a 2022 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 2022 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.*

5

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

373

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	19	68	65	77	55	71	0	0	0	0	0	0	0	355
Attendance below 90 percent	7	31	23	25	19	21	0	0	0	0	0	0	0	126
One or more suspensions	0	1	1	6	2	4	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	2	1	4	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	19	31	0	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	11	22	0	0	0	0	0	0	0	40
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	9	16	24	0	0	0	0	0	0	0	51

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/19/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	57%	56%				29%	57%	57%
ELA Learning Gains	61%	62%	61%				44%	58%	58%
ELA Lowest 25th Percentile	52%	50%	52%				42%	52%	53%
Math Achievement	58%	61%	60%				30%	63%	63%
Math Learning Gains	80%	66%	64%				37%	61%	62%
Math Lowest 25th Percentile	81%	56%	55%				29%	48%	51%
Science Achievement	64%	56%	51%				30%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	24%	55%	-31%	58%	-34%
Cohort Comparison		0%				
04	2022					
	2019	29%	57%	-28%	58%	-29%
Cohort Comparison		-24%				
05	2022					
	2019	30%	54%	-24%	56%	-26%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	15%	62%	-47%	62%	-47%
Cohort Comparison		0%				
04	2022					
	2019	31%	63%	-32%	64%	-33%
Cohort Comparison		-15%				
05	2022					
	2019	43%	57%	-14%	60%	-17%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	54%	-25%	53%	-24%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	44		27	59		33				
ELL	26	50		50	80						
BLK	30	57	50	60	79	74	56				
HSP	33	72		55	82		87				
FRL	29	62	50	58	82	83	66				
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							
FRL	27	46	42	29	38	27	27				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
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	53
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Our Hispanic students scored the highest achievement level and learning gains in ELA and Math out of the other four subgroups. Additionally, 87% of Hispanic students were proficient on the 2021-2022 Science assessment.

The 2021-2022 FSA Math school data showed a 15% increase or more across five of the grade levels. Based off progress monitoring of the ELA i-Ready Beginning of Year (BOY) to End of Year (EOY) diagnostic assessments from the 2021-2022 school year, the i-Ready standards view indicated 31 percentage point increase from the BOY to EOY diagnostic. The i-Ready Math standards view indicated 37 percentage point increase from the BOY to EOY diagnostic.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The component that continues to show the greatest need for improvement in ELA achievement.

Although there was a 3 percentage point increase from 2020-2021 to 2021-2022, compared to the double digit increases in Math and Science, ELA continues to show the least amount of growth. ELA school data reflected the lowest proficiency with only 31% of students achieving a level 3 or higher. There is an urgent need to increase ELA achievement so students can read fluently and comprehend text across all content areas.

Another identified trend includes the Students with Disabilities (SWD) performing the lowest in ELA at 15% and Math at 27% compared to the other four subgroups.

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 largest contributing factor for low proficiency in reading is the lack of foundational skills; phonemic awareness, phonics, and vocabulary readiness. There are significant gaps in our intermediate grades and with the ELL population. This greatly impacts the students' abilities to read fluently and comprehend informational and literary text. In order to improve this area, our teachers, Tier 1 interventionists, and support staff will focus on teaching students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, developing awareness of the segments of sounds in speech and how they link to letters, teaching students to decode words, analyze word parts,

and write and recognize words, ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

To support achievement of our SWDs, there will be a heavy emphasis on building teacher capacity in terms of effective best-practice teaching strategies.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The 2021-2022 FSA data components that showed the greatest improvement were Science and Math. Science increased by 31 percentage points and Math by 15%.

Additionally, Math learning gains and Math learning gains of the lowest 25% also showed significant increases, with a 15 percentage point increase and a 20 percentage point increase respectively.

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

The main contributor to this improvement was the daily small group pull-out support that took place both in Science and Math. Homogenous groups were created and targeted lessons were developed to enrich and remediate standards in smaller group settings during the Science and Math blocks. Groups were fluid throughout the school year. In addition to the weekly common planning sessions, targeted students also met with Tier 1 interventionists and the Math/Science coach who provided support on specific skills. There was also an intense continued focus on data analysis of formative and summative assessments by teachers, support staff, students and the leadership team.

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

There are several strategies that we will continue to implement 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 continue to 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 continue to 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 benchmark/ 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 and support staff, over the course of the school year, will be based on the three areas of focus: standards-aligned instruction, ESSA Subgroup-Students with Disabilities, Positive Culture and Environment. While these overarching topics are broad, the following are some of the titles of the professional development opportunities:

- Implementing and Deconstructing K-5 ELA B.E.S.T Standards
- Analyzing Formative, Summative, and Demographic Data (with an intense focus on subgroups)
- 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 3 Implementation
- Overview of the Instructional Framework (Leading Standards-based Instruction)
- Increasing and Engaging Parent/Community Involvement

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

One of the additional services that will be provided K-5 this upcoming year is afterschool tutoring. The tutoring model this year will be "acceleration" which will allow us to focus heavily on previewing academic vocabulary. We will focus heavily on previewing academic vocabulary through the acceleration model to support students in comprehension of content. The acceleration model will also allow us to build students' background knowledge to help them make real-world connections to the content. This will aid students in comprehension of subject area content. Tutoring sessions will continue to allow us to preview critical content with subgroups prior to being addressed during Tier 1 instruction. Multiple exposures will aid in comprehension, application, and retention of content. Tutoring sessions will also allow us additional opportunities to build students foundational knowledge in both ELA and math. By filling in foundational gaps, we will better prepare students for success in core content.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Phillis Wheatley Elementary will focus tightly on implementing instructional strategies and professional development that align with the B.E.S.T Standards. In addition, the School-based leadership team and district support will continue to place an emphasis on sustaining and 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.</p> <p>Based on the results from 2021-2022 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, less than 50% of students were proficient on the FSA and less than 60% proficient in Math.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Based on 2021-2022 FSA Data:</p> <ul style="list-style-type: none"> ELA proficiency will increase from 31% to 41% (+10) Mathematics proficiency will increase from 58% to 65% (+7) Science proficiency will increase from 64% to 70% (+6) ELA learning gains will increase from 61% to 70% (+9) ELA learning gains for the lowest 25% of students will increase from 52% to 60% (+8) Mathematics learning gains will increase from 80% to 85% (+5) Mathematics learning gains for the lowest 25% of students will increase from 81% to 85% (+4)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>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, weekly data meetings, and during school-based meetings. Special emphasis will be placed on closing the achievement gap for students with exceptionalities and ELL learners. 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. The F.A.S.T progress monitoring assessment, student common assessments, and i-Ready data will also be used to monitor the effectiveness of instruction.</p>
Person responsible for monitoring outcome:	<p>Tabitha Brown (tabitha.brown@ocps.net)</p>
Evidence-based Strategy: Describe the evidence-based	<ul style="list-style-type: none"> Using data analysis to strengthen Tier I instruction Communicating high expectations for all students. Building standards-based Professional Learning Communities Implementing the coaching cycle

**strategy
being
implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:**

Explain the rationale for selecting this specific strategy. Data analysis helps school teams understand their students' learning abilities, barriers, and facilitates an embedded cultural process that uses detailed information to ensure optimal results for students. Data Analysis is a critical component needed to strengthen Tier I instruction. It provides a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate use of data analysis and interpretation, school teams can make informed decisions that positively impact student outcomes.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Grade level teams will participate in weekly common planning, facilitated by the leadership team to deepen teacher's understanding of the standards. During common planning, the facilitator will emphasize the prerequisite skills that are needed (using the B.E.S.T benchmark progressions); questioning strategies, monitoring techniques, and engagement strategies. Additionally, teachers will continue to 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 increase their collaboration with teachers and instructional coaches in PLCs to provide high-yield strategies for students with learning disabilities.

Person Responsible Tabitha Brown (tabitha.brown@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 with all teachers and support staff on a weekly basis. 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 Tabitha Brown (tabitha.brown@ocps.net)

The school-based leadership team and district support will continue analyzing formative and summative assessments. Data will be evaluated and triangulated to ensure the effectiveness of the common planning process. Once data is evaluated, adjustments will be made not only to instructional lessons but also utilized to strategically reorganize extra hour, FBS, and teacher-led small groups.

Person Responsible Tabitha Brown (tabitha.brown@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 2022-2023 school year.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This area of focus was identified as a critical need based on 2021-2022 FSA data. There is an urgent need for improvement with our Students with Disabilities (SWD). Students with Disabilities subgroup show very minimal, if any, proficiency or learning gains compared to the other four subgroups. This ESSA subgroup has consistently been below the 41% ESSA threshold.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

30% of Students with Disabilities will show an increase of least one level on the ELA F.A.S.T from Progressing Monitoring #1 to PM #3

30% of Students with Disabilities will show an increase of least one level on the Math F.A.S.T from Progressing Monitoring #1 to PM #3

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Conduct daily classroom walkthroughs to ensure appropriate accommodations are being implemented consistently; with an emphasis during small group instruction. Provide actionable feedback and one-on-one support to teachers and support staff in the appropriate implementation of accommodations and strategies.

Analyze F.A.S.T progress monitoring data, i-Ready diagnostics, and common assessments to make instructional shifts in classroom instruction and interventions.

Hold biweekly meetings with the staffing specialist and the VE teacher to discuss progress on students' IEP goals, classroom walkthrough feedback, documented accommodations, and making adjustments based on observational, formative, and summative data.

Person responsible for monitoring outcome:

Tabitha Brown (tabitha.brown@ocps.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

We will increase our systematic approach to providing scaffolded supports in small group instruction while implementing the use of flexible grouping. This will be monitored by daily classroom walkthroughs with timely actionable feedback, as well as progress monitoring of targeted groups. We will track student progress within groups and ensure groupings remain fluid to accommodate the individual needs of students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller number of students, students have more chances to participate and engage in the learning. Teachers and support staff are able to monitor the students better, thus providing better and more individualized feedback and support.

Teachers will receive ongoing support in implementing these accommodations and strategies effectively.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Data will be continuously collected and analyzed for all students to monitor student growth and the effectiveness of interventions. A frequent, structured system of data collection and support modification will occur for all ESSA subgroups with an intense focus on the Students with Disabilities subgroup.

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 made not only to instructional lessons but also utilized to strategically reorganize extra hour, FBS and teacher lead small groups to intentionally target the needs of Students with Disabilities.

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

#3. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Phillis Wheatley Elementary will continue to 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 English Language Arts,
- which has the largest achievement gap based on 2021-2022 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 (% needed) of the students meeting the federal index threshold

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Phillis Wheatley will:

- Reduce the number of students having two or more early warning indicators by 40%
- Reduce the number of students having attendance below 90 percent by 40%.
- Reduce the number of discipline referrals by 60%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The school-based leadership team, in conjunction with the school-based Social Emotional Learning Leadership Team, will continue to 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, (insert which school-wide discipline program will be utilized)

Person responsible for monitoring outcome:

Jennifer Castro (jennifer.castro2@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for

We will continue to 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.

this Area of Focus.

Rationale for Evidence-based

Strategy: In order to achieve large-scale and sustainable improvement, it is necessary to continue to invest in the collective capacity of the school building. To continue 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 continue to strengthen the team dynamics necessary to collectively support positive organizational change.

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 2022, December 2022, February 2023)

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 short and long-term goals

Person Responsible Jennifer Castro (jennifer.castro2@ocps.net)

Increase the percentage of students in attendance daily to 90% or more of the year by 40% through Social Emotional Learning and Leadership (SELL) and mental wellness initiatives such as:

- Promote stronger relationships between teachers, administrators, support staff, students, and parents
- New student 30/60-day check-in
- Soft start of the school day
- Calm corner in each classroom
- Send letters home to families with attendance encouragement and strategies for support
- Let students earn points for high attendance and redeem points from the Panther school store

Person Responsible Jennifer Castro (jennifer.castro2@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 Andreaus Williams (andreaus.williams@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The percentage of students in kindergarten through grade 2, based on 2021-2022 end of year i-Ready diagnostic, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment is 44%.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

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 (31%) and the amount of improvement needed in order for most of the students to attain grade level performance.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

KG: ELA proficiency will increase from 76% to 86% (+10%)

1st Grade: ELA proficiency will increase from 52% to 62% (+10%)

2nd Grade: ELA proficiency will increase from 42% to 60% (+18%)

Grades 3-5: Measureable Outcome(s)

3rd Grade: ELA proficiency will increase from 23% to 50% (+27%)

4th Grade: ELA proficiency will increase from 27% to 50% (+23%)

5th Grade: ELA proficiency will increase from 42% to 60% (+18%)

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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 and PMA 1 and 2 results to predicted F.A.S.T. 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:

Select the person responsible for monitoring this outcome.

Huff-Robinson, Nicole, nicole.huff-robinson@ocps.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers, in collaboration with the 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 Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

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:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will engage in effective common planning in the area of ELA as led by school-based administration to include planning and delivery of effective tier I instruction.	Brown, Tabitha, tabitha.brown@ocps.net
Daily classroom walkthroughs will be completed in all grades to ensure the transference from planning to delivery of ELA instruction.	Brown, Tabitha, tabitha.brown@ocps.net
Ongoing daily feedback, coupled with coaching supports, will be provided to all teachers to ensure effective ELA instructional delivery.	Brown, Tabitha, tabitha.brown@ocps.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Provides ongoing professional development on strengthening the awareness and importance of Social Emotional Learning and Leadership (SELL) with instructional staff, support staff, and parents three times per year. (August 2022, December 2022, February 2023) Every adult in the school community is expected to maintain a high rate of positive interactions with students and show genuine interest in their lives, their activities, and their overall goals.

Strengths:

- Consistent effort was made to strengthen the awareness and importance of Social Emotional Learning and Leadership across the school community.
- SELL professional development was held in the Fall.
- Activities were implemented to promote stronger relationships between teachers, administrators, support staff, students, and parents.
- Special Area teachers volunteered to mentor students during openings in their schedules.
- Administration set aside time to do some team building with the classified staff.
- Class Meetings were strongly encouraged for all grade levels. These took at the start of the Health block each Wednesday.
- Teachers stood at their doors to receive scholars each morning.
- Pack and go lunches were provided for staff once a month to show appreciation.
- A holiday dinner was hosted for the staff by Parent Teacher Association (PTA).
- A variety of spirit weeks were held to build comradery amongst students, staff, and parents.

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

School administration in conjunction with the Social Emotional Learning and Leadership Team will continue to 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 actively monitored. Each classroom will focus on implementing class meetings to build relationships with students and develop a positive classroom community which will contribute to the overall development of a positive culture school wide.