

Miami-Dade County Public Schools

Phyllis Wheatley Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	31

Phyllis Wheatley Elementary School

1801 NW 1ST PL, Miami, FL 33136

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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 Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.
Rivera, Michael	Assistant Principal	Michael Rivera, 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.
Garcia, Yusley	Teacher, ESE	Yusley Garcia, 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 Rtl process are implemented within the appropriate time frame.

Name	Position Title	Job Duties and Responsibilities
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Jeanty, Johnika	Reading Coach	Johnika Jeanty, 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.
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Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Throughout the school year, at monthly faculty and EESAC meetings, administration ensured all stakeholder (staff members, parents, and community leaders/organizations) will have opportunities to participate in the development of the SIP and provide suggestions on implementing school initiatives for improving student achievement, instructional practices, student attendance, and school culture.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

At monthly faculty and EESAC meetings, along with weekly collaborative planning sessions, administration will review data points with stakeholders, as well as discuss the effectiveness of initiatives and instructional strategies outlined in the SIP. Administration will also solicit suggestions from stakeholders. Based on the data, SIP revisions will be implemented as needed to improve teaching and learning, student achievement, and positive school culture.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%

Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	13	13	5	9	7	0	0	0	47
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	4	3	2	0	0	0	9
Course failure in Math	0	0	0	8	1	1	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	9	4	11	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	4	7	6	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	15	17	9	11	0	0	0	57
	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	11	7	6	0	0	0	24

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	21	7	18	8	10	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	8	2	0	0	0	0	14
Course failure in Math	0	1	2	6	6	1	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	12	8	11	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	7	5	11	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	15	23	13	22	0	0	0	75

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	7	22	12	20	0	0	0	61

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	6	13	1	0	0	0	0	20
Students retained two or more times	0	0	1	3	2	4	0	0	0	10

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	21	7	18	8	10	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	8	2	0	0	0	0	14
Course failure in Math	0	1	2	6	6	1	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	12	8	11	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	7	5	11	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	15	23	13	22	0	0	0	75

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	7	22	12	20	0	0	0	61

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	6	13	1	0	0	0	0	20
Students retained two or more times	0	0	1	3	2	4	0	0	0	10

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	60	53	30	62	56	18		
ELA Learning Gains				52			35		
ELA Lowest 25th Percentile				60					
Math Achievement*	35	66	59	42	58	50	19		
Math Learning Gains				67			15		
Math Lowest 25th Percentile				70					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	22	58	54	16	64	59	13		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		63	59				62		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	110
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	10	Yes	4	4
ELL				
AMI				
ASN				
BLK	26	Yes	1	1
HSP	29	Yes	1	1
MUL				
PAC				
WHT				
FRL	26	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	8	Yes	3	3
ELL	35	Yes	1	
AMI				
ASN				
BLK	41			
HSP	49			
MUL				
PAC				
WHT				
FRL	48			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			35			22					
SWD	13			7							2	
ELL												
AMI												
ASN												
BLK	29			33			21				4	
HSP	29			29							2	
MUL												
PAC												
WHT												
FRL	29			33			25				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	30	52	60	42	67	70	16					
SWD	0			15								
ELL	30			40								
AMI												
ASN												
BLK	29	58		40	61		16					
HSP	33	36		44	82							
MUL												
PAC												
WHT												
FRL	31	54	60	40	66	70	16					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	18	35		19	15		13					62
SWD	0			7								
ELL												62

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	20	32		19	5		11					
HSP	8			23								58
MUL												
PAC												
WHT												
FRL	19	35		20	15		13					58

Grade Level Data Review– State Assessments (pre-populated)
 The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	56%	-21%	54%	-19%
04	2023 - Spring	38%	58%	-20%	58%	-20%
03	2023 - Spring	26%	52%	-26%	50%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	29%	63%	-34%	59%	-30%
04	2023 - Spring	50%	64%	-14%	61%	-11%
05	2023 - Spring	30%	58%	-28%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	18%	50%	-32%	51%	-33%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the 2023 performance data, our Science data showed the lowest percentage of students demonstrating proficiency. However, our 2023 Science Proficiency of 22% was a six percentage point increase from last year (16%). In addition, the science data showed five students scored 5 points or less from demonstrating proficiency, which would have been 50% proficiency on the 2023 Science Assessment.

Despite the increase from last year, our low performance on the Science Assessment can be contributed to the high percentage of fifth graders (over 60%) reading two or more grade-level below. As well as, students entering Grade 5 without mastering fair game benchmarks.

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

Based on last year's data, our Overall Math Proficiency was the only data component with a decline of three percentage points (42% to 39%). This decline can be contributed to the inconsistency of implementing small group instruction to address students' deficiencies. Teachers would benefit from additional professional development on implementing the math instructional block to ensure the necessary components, such as, small group instruction, are implemented with fidelity.

Despite the decline of three percentage points in Overall Math Proficiency, our fourth grade demonstrated an increase of 23 percentage points from last year (38% to 61%) and our fifth grade demonstrated an increase of 8 percentage points (29% to 37%).

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

When comparing the state averages, our Fifth Grade Science, along with Third Grade ELA data showed there is a 29 percentage point difference (Science, 51% to 22% and Math, 59% to 25%). Third Grade ELA data showed there is a 29 percentage point difference (50% to 21%).

One contributing factor is student absenteeism. For the 2022-2023 school year, fifty-eight percent (58%) of the third-graders were absent 10 or more days (14 out of 24 students) and forty-six percent (46%) were absent 15 or more days (11 out of 24 students). For fifth grade, 53% of the students were absent 10 or more days and 26% were absent 15 or more days.

Another contributing factor is low literacy achievement. In addition, results from FAST ELA Reading PM1 showed that 83% of the third-graders and 71% of the fifth graders scored a Level 1 compared to the State with 53% for third grade and 40% for fifth grade.

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

Our 2023 Science Proficiency of 22% was the largest increase in percentage points from last year (16% to 22%). In addition, the science data showed five students were 5 points or less from demonstrating proficiency, which would have been 50% proficiency on the 2023 Science Assessment.

The new actions taken consisted of the Fifth Grade Science teacher working closely with the Science CSS and IS, as well as, incorporating the C.U.T.E.S. strategy during direct instruction, completing essential labs, using interactive science journals, implementing appropriate resources that actively engaged students and established an excellent student-teacher rapport.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

- (1) Student Attendance – Chronic Absenteeism
- (2) High Percentage of Level 1 students in ELA & Math

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

Our highest priorities for school improvement are (1) Improving Student Attendance; (2) Increasing Student Proficiency in ELA and Math; and (3) Effectively Implementing Reading Intervention with fidelity to address students' reading deficiencies.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 FAST PM3 Mathematics data, 25% of third graders are proficient in Mathematics, 61% of the fourth graders are proficient in Mathematics, and 37% of the fifth graders are proficient in Mathematics. Our Overall FAST PM3 Mathematics Proficiency is 41%, which is 15 percentage points below the State (56%), and 18 percentage points below the District (59%). Therefore Establishing and Implementing Instructional Frameworks with fidelity are essential to improving students' math proficiency.

Measurable Outcome:

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

By May 2024, with Establishing and Implementing Instructional Frameworks, an additional 7% of the third, fourth, and fifth graders will score at grade level or above on the 2024 F.A.S.T. Math PM3.

Monitoring:

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular classroom walkthroughs to ensure small group instruction is aligned to current data. Data analysis of formative assessments of students will be reviewed monthly to observe progress. Instructional coaches will create online trackers to monitor OPM data. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated benchmarks. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Sarica Oates (249389@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based Intervention of Establishing and Implementing Instructional Frameworks. Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Establishing and Implementing Instructional Frameworks will ensure teachers gain the knowledge and tools needed to create meaningful, engaging lessons that will enhance the learning environment, and improve student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

On August 14, 2023, the Instructional Coaches will provide professional development to teachers on the B.E.S.T. Standards, resources, instructional framework, pacing guide, and assessment calendars.

Person Responsible: Sarica Oates (249389@dadeschools.net)

By When: August 14, 2023

By August 24, 2023, teachers will receive professional development on the math instructional framework, pacing guides, accessing math instructional resources, and assessment calendar.

Person Responsible: Sarica Oates (249389@dadeschools.net)

By When: August 24, 2023

August 17 – September 29, administration will conduct weekly walkthroughs to provide teachers with feedback.

Person Responsible: Cathy Williams (cwilliams5@dadeschools.net)

By When: September 29, 2023

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 Science data, 22% of our fifth graders demonstrated proficiency on the 2023 SSA Science Assessment, which is 29 percentage points below the State (51%), and 28 percentage points below the District (50%). Therefore, the implementation of Instructional Support/Coaching will increase students' science proficiency.

Measurable Outcome:

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

With the implementation of Instructional Support/Coaching, an additional 8% of the fifth graders will score at grade level or above on the 2024 Statewide Science Assessment.

Monitoring:

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

Administration will develop a schedule for science instruction support. Science teachers will collaborate to develop lesson plans, essential labs, and review data. The Leadership Team will conduct quarterly data chats, conduct regular walkthroughs to monitor science instruction, and implementation of essential labs. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth. Extended learning opportunities will be provided to the top 45%.

Person responsible for monitoring outcome:

Michael Rivera (254847@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based intervention of Instructional Support/Coaching. Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional Support/Coaching will ensure science instruction is being implemented with fidelity and rigorously. It will also ensure students have opportunities to engage in hands-on learning, improve critical thinking skills, and improves student engagement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Prior to August 14, 2023, administration will develop a schedule that provides times for science instructional support for grades 2-5.

Person Responsible: Cathy Williams (cwilliams5@dadeschools.net)

By When: August 14, 2023

By August 24, 2023, teachers will receive professional development on the science instructional framework, pacing guides, accessing science instructional resources, and assessment calendar.

Person Responsible: Cathy Williams (cwilliams5@dadeschools.net)

By When: August 24, 2023

August 17 – September 29, administration will conduct weekly classroom walkthroughs to provide teachers with feedback.

Person Responsible: Cathy Williams (cwilliams5@dadeschools.net)

By When: September 29, 2023

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 FAST PM3 Reading data, two of the 14 Students with Disabilities (14%) demonstrated proficiency in reading. Results from the 2023 FAST PM3 Math shows only one Student with Disabilities (7%) demonstrated proficiency in math. Therefore, the implementation of Differentiated Instruction would increase the percentage of Students with Disabilities demonstrating proficiency in reading and math.

In addition, based on the 2021-2022 ESSA Subgroup Data Summary, the Students with Disabilities Subgroup has been below 32% for three consecutive years. The English Language Learners Subgroup has been below 41% for one consecutive year.

Measurable Outcome:

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

With the implementation of Differentiated Instruction, an additional 5% of the Students with Disabilities will score at grade level or above in the areas of Reading and Math.

Monitoring:

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

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 differentiation is aligned to current data. Administrators will review lesson plans for differentiation. Data Analysis of formative assessments of students will be reviewed monthly to observe progress. Administration will create online trackers to monitor OPM data. 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based intervention of Differentiated Instruction. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom in terms of; occurring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all student within a classroom can learn effectively, regardless of differences and inabilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction will ensure teachers are using relevant, recent, and aligned data to plan lessons that are customized to students' needs. Teachers will continually adjust their instruction, lesson plans, and instructional delivery as new data becomes available.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

On August 14, 2023, the Instructional Coaches will provide professional development to teachers on the B.E.S.T. Standards, resources, instructional framework, pacing guide, and assessment calendars.

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

By When: August 14, 2023

By August 16, 2023, the Instructional Coaches, teachers & interventionists will analyze data, create student groups, and select resources that meet the needs of students. This process will be completed on a regular basis, using the most current data.

Person Responsible: Sarica Oates (249389@dadeschools.net)

By When: August 16, 2023

Administration will conduct weekly walkthroughs to monitor the implementation of Differentiated Instruction, as well as to review DI lesson plans, student work, and assessment data.

Person Responsible: Cathy Williams (cwilliams5@dadeschools.net)

By When: September 29, 2023

#4. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on last year's attendance data, our school will implement the Targeted Intervention of Student Attendance Initiatives. Chronic Absenteeism continues to be an area of concern. For the 2022-2023 school year, 17.07% (28) of our students had 10-14 days absence and 53.66% (88) had 15 or more days absences. We recognize the need to implement effective attendance initiatives to improve students' attendance, address the needs of our students and their families, and the collaborate with community agencies to ensure students are attending school on time and consistently.

Measurable Outcome:

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

If we successfully implement the Targeted Intervention of Student Attendance Initiatives, our students will have an opportunity to participate in quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 3 percentage points by June 2024.

Monitoring:

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

The Attendance Review Committee (ARC) will work to connect with students and families that have chronic absenteeism, identify the root cause for absences, and create a plan of action to ensure students are able to be present daily. The ARC will monitor truant students and refer them for iAttend services. The ARC will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit data to the ARC on a weekly basis with emphasis on attendance trends.

Person responsible for monitoring outcome:

Cathy Williams (cwilliams5@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will implement Attendance Initiatives. Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Prior to the start of the 2023-2024 school year, the Leadership Team will secure community stakeholders to purchase attendance incentives for students. Throughout the school year, administration will continue to work with community organization to obtain incentives for students.

Person Responsible: Cathy Williams (cwilliams5@dadeschools.net)

By When: August 14, 2023

On August 17, 2023, the Attendance Review Committee (ARC) will contact parents of No Show students. As the school year process, the ARC will call parents when students obtain 3 or more unexcused absences.

Person Responsible: Cathy Williams (cwilliams5@dadeschools.net)

By When: August 17, 2023

August 17 – September 29, as new students, who have excessive absences, enter our school, administration will meet with parents to provide an overview of the attendance and district truancy plan.

Person Responsible: Cathy Williams (cwilliams5@dadeschools.net)

By When: September 29, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School Improvement funds will be used to hire instructional staff, such as teachers, interventionists, and instructional coaches, as well as purchase additional instructional materials and/or equipment; support classrooms with computer-assisted instruction; provide special training to parents and/or staff; and offer extended learning opportunities for students to improve their reading, writing, mathematics, and science skills.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Based on the 2023 FAST PM3 Reading data, 45% of the kindergarten students are proficient in Reading, 29% of the first grade students are proficient in Reading, and 30% of the second grade students are proficient in Reading. Our school will focus on implementing Standards Based Collaborative Planning. Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

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

Based on the 2023 FAST PM3 Reading data, 21% of the third grade students are proficient in Reading, 50% of the fourth grade students are proficient in Reading, and 37% of the fifth grade students are proficient in Reading. Our Overall FAST PM3 Reading Proficiency is 36%, which is 14 percentage points below the State (50%), and 17 percentage points below the District (53%). With the implementation of Standards Based Collaborative Planning, teachers will develop lessons that include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers.

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 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 Measurable Outcomes

With the implementation of Standards Based Collaborative Planning, at least 35% of our K-2 students will be proficient in Reading on the 2024 State Assessments.

Grades 3-5 Measurable Outcomes

With the implementation of Standards Based Collaborative Planning, an additional 5% of the third, fourth, and fifth graders will score at grade level or above in the area of ELA.

Monitoring

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 impact student achievement outcomes.

Administration will conduct weekly walkthroughs to ensure instructional strategies developed in Standards Based Collaborative Planning sessions are implemented, as well as provide teachers with feedback.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Rivera, Michael, 254847@dadeschools.net

Evidence-based Practices/Programs**Description:**

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. §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?

Our school will focus on implementing Standards-Based Collaborative Planning. Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Standards-Based lessons will ensure teachers have lessons that include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

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
<p>Prior to the start of the 2023-2024 school year, administration will develop a schedule for Standards Based Collaborative Planning. This schedule will be implemented throughout the year to provide teachers with opportunities to collaborate on projects that will lead to improvements in the development of lessons that effectively address the needs of students and improve student achievement.</p>	<p>Williams, Cathy, cwilliams5@dadeschools.net</p>
<p>On August 16, 2023, the Instructional Coaches will provide professional development to teachers on the B.E.S.T. Standards, resources, instructional framework, pacing guide, and assessment calendars.</p>	<p>Jean-Mary, Bienicka, 291872@dadeschools.net</p>
<p>August 17th - October 26th, during collaborative planning sessions, instructional coaches will focus on developing lesson plans, modeling the delivery of content, and providing feedback on teachers' instructional delivery.</p>	<p>Jeanty, Johnika, jharbin@dadeschools.net</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

Phyllis Wheatley Elementary School disseminates the SIP, budget, and SWP to all stakeholders through a variety of methods, such as our Annual Title I Parent Meeting, Open House, school webpage (<https://api.dadeschools.net/schoolwebsite/#!/?schoolId=5931>), and at our monthly Educational Excellence School Advisory Council (EESAC) meetings. All stakeholders are invited to attend all EESAC Meetings. At EESAC Meetings, the SIP is discussed and reviewed, along with the effectiveness of implementing the SIP's goals, strategies, and action steps. Copies of the SIP, budget, and SWP are available in all three languages on the school's website, main office, and Parent Resource room.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
 List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Phyllis Wheatley Elementary School plans to build positive relationships with parents, families, and other community stakeholders by engaging parents, families, and other community stakeholders in the planning, review, and evaluation of school programs, including the planning, review, and improvement of the Family Engagement Plan. Our school will also distribute the Title I Parent & Family Engagement Survey. Findings from the survey will be used to design strategies for more effective parent and family engagement, and to revise, if necessary, our school's Family Engagement Plan, which can be located on

our school's website, <https://api.dadeschools.net/schoolwebsite/#!/?schoolId=5931>

Our school also provides parents and families with individualized student reports on their child's academic performance on state assessments. During monthly EESAC Meetings, parents, families, and community stakeholders are given the opportunity to provide input in the decision-making process of how Title I Schoolwide funds are used to improve student achievement, school cultural, and parent and family engagement.

In addition, our school will conduct parent-teacher conferences, at least four times a year to discuss the Title I School-Parent Compact, as well as quarterly parent workshops on state assessments, curriculum, Title I resources, school programs, and opportunities for extended day learning.

Title I Parent/Teacher/Student Compacts are reviewed annually and shared with parents. These compacts delineate the responsibilities of each party. Teachers also make weekly positive contacts home via text, phone, e-mail, or written communication.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our School Leadership Team, which consists of school administration and instructional coaches, will conduct weekly leadership meetings to analyze data to address students' academic needs and the effectiveness of academic programs. Administration, reading and math coaches, along with teachers, will collaborate to develop lessons that are aligned to state curriculum and provide differentiation and enrichment in core instruction. Delivery of instruction and student engagement will be monitored by administration, instructional coaches will provide ongoing professional development to teachers, and students will have opportunities to participate in extended learning to remediate and enrich academic skills.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Phyllis Wheatley Elementary School collaborates closely with all stakeholders to address the diverse needs of all learners. This involves using federal, state, and local resources and programs to support general education, SWD, ELL, and low socioeconomic subgroups through the implementation of programs, such as Project UP-START, Voluntary Pre-Kindergarten, Exceptional Student Education, The Parent Academy, Fresh Fruit, and Vegetable Program (FFVP), and TALENT After-School Enrichment. All these programs are designed to improve student achievement and engagement.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

At Phyllis Wheatley Elementary, our School Counselor and Mental Health Coordinator implement various state and district student services programs and utilizing counseling strategies to address students' mental health, as well as improve students' skills outside the academic subject areas. These programs focus on Character Education, Bullying and Harassment Prevention Curriculum, Mentoring Services

from community organizations and staff members, Individual & Group Counseling sessions, Student of the Month Celebrations, Attendance Incentives, and Suicide Prevention training for staff members.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Phyllis Wheatley Elementary has an Annual Career Day. Our Annual Career Day is designed to expose students to various careers through interactive and/or hands-on demonstrations and presentations, as well as make them aware of postsecondary career and technical education.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Phyllis Wheatley Elementary School is a "Positive Behavior Support" school. At the Opening of School sessions and throughout the school year, staff members receive training and information on the implementation of PBS. PBS focuses on creating a school environment that consist of effective disciplinary procedures that outline consequences and rewards for student behavior. Our school believes when staff members promote and model positive behaviors, students will develop the skills and behaviors needed to be successful learners.

Also discussed at the Opening of School sessions and throughout the school year are disciplinary guidelines and procedures for identifying behavior concerns, early intervention strategies/services, and in-school services provided by the School Counselor and Mental Health Coordinator to prevent and address behavior issues.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

At Phyllis Wheatley Elementary, teachers, paraprofessionals, and other school personnel have opportunities to participate in monthly professional developments activities. The fourth Wednesday of each month is designated for professional development based on results from Staff Professional Development Needs Surveys, student assessment data, or administration classroom walk throughs. The professional development is provided by Instructional Coaches, District personnel, or Administration. In addition, all early career teachers are provided a mentor/buddy that provides in-class coaching, mentoring, and guidance for the first three years of their career.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Phyllis Wheatley Elementary implements the Miami-Dade County Public School's Annual Transition to Kindergarten Program. The program provides prekindergarten students and parents with an opportunity to visit a kindergarten classroom, participate in developmentally appropriate activities, and engage in questions and answers sessions. This program is designed to ensure families are well-informed of the expectations of their child's kindergarten year and ensure the transition to kindergarten is smooth and pleasant.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes