Phillis Wheatley Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Phillis Wheatley Elementary

1475 MARVIN C ZANDERS AVE, Apopka, FL 32703

https://wheatleyes.ocps.net/

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.

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, 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
Brown, Tabitha	Principal	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 directly impacting student achievement.
Castro, Jennifer	Assistant Principal	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.
Redel, Karen	Instructional Coach	Mrs. Redel serves as the reading instructional coach and the Multi-Tiered System of Supports (MTSS) coordinator. As the reading coach, she facilitates ongoing, job-embedded professional development to build teacher capacity. She utilizes the coaching cycle to provide continuous support to teachers in need of Tier II or Tier III support. Equally important, Mrs. Redel provides targeted instruction to students identified as performing below grade level on summative and formative assessments. Additionally, she oversees the school-wide MTSS process by ensuring teachers are collecting academic data with fidelity and providing the appropriate intervention support for students in need of Tier II or Tier III support.
Ansine, Geraldine	Math 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.
Dyches, Carol	Curriculum Resource Teacher	Mrs. Dyches serves as the Curriculum Resource Teacher (CRT), testing coordinator, and ESOL Compliance Specialist. She ensures teachers have curriculum resources needed throughout the learning environments. She facilitates professional development, common planning, and data meetings to build teacher capacity. She provides targeted instruction to identify Tier II and Tier III students. As the testing coordinator, she oversees the organization

Name	Position Title	Job Duties and Responsibilities
		and administration of school-based, district-level, and state-standardized testing. Mrs. Dyches also facilitates and monitors services for English Language Learners (ELLs) and organizes the Multicultural Parent Leadership Council (MPLC) meetings.
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.
Taylor Harris, Tandrika	School Counselor	Mrs. Harris 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.
	Dean	Dr. Smith assists with implementing Positive Behavioral and Intervention Systems PBIS for Phillis Wheatley Elementary. Through collaborative efforts, he will develop and implement a Tier I plan, Panther Pride, a universal system of proactive expectations utilized to encourage appropriate behaviors. Dr. Smith and teachers and staff will incentivize the student body with Pride bucks, which are used to purchase desired, age-appropriate items from the Panther store. He 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, Dr. Smith 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.

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.

The SIP is reviewed during Leadership Team Meetings for leadership team input, during staff meetings for the teachers, and during SAC meetings for parents, families, and the community. At the end of last year, we discussed strategies that needed to be implemented for us to retain teachers and increase proficiency in all subject areas. Feedback from all stakeholders was used in the development of the SIP.

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))

Monthly, the leadership team will review the SIP and it will be reviewed with the teachers at the start of each unit. We will review the School Improvement Plan goals at each School Advisory Council meeting and our progress toward our goals.

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	ATSI
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: B 2019-20: D 2018-19: D 2017-18: D
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	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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	0	0	0	0	0	0	

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	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	7	31	23	25	19	21	0	0	0	126
One or more suspensions	0	1	1	6	2	4	0	0	0	14
Course failure in ELA	0	0	0	2	1	1	0	0	0	4
Course failure in Math	0	0	0	2	1	4	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	11	19	31	0	0	0	61
Level 1 on statewide Math assessment	0	0	0	7	11	22	0	0	0	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	1	1	9	16	24	0	0	0	51

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

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	7	31	23	25	19	21	0	0	0	126
One or more suspensions	0	1	1	6	2	4	0	0	0	14
Course failure in ELA	0	0	0	2	1	1	0	0	0	4
Course failure in Math	0	0	0	2	1	4	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	11	19	31	0	0	0	61
Level 1 on statewide Math assessment	0	0	0	7	11	22	0	0	0	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	1	1	9	16	24	0	0	0	51

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

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*	34			31	57	56	30		
ELA Learning Gains				61	62	61	55		
ELA Lowest 25th Percentile				52	50	52	50		
Math Achievement*	50			58	61	60	45		
Math Learning Gains				80	66	64	66		
Math Lowest 25th Percentile				81	56	55	61		
Science Achievement*	36			64	56	51	33		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	50			53			33		

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)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	206
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	8
Percent Tested	98
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	7	Yes	4	1
ELL	30	Yes	1	1
AMI				
ASN				
BLK	43			
HSP	33	Yes	1	
MUL				
PAC				
WHT				
FRL	41			

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	36	Yes	3	
ELL	52			
AMI				
ASN				
BLK	58			
HSP	64			

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%
MUL				
PAC				
WHT				
FRL	60			

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	34			50			36					50
SWD	9			13			0				3	
ELL	18			27							4	50
AMI												
ASN												
BLK	38			57			38				4	
HSP	22			35			33				5	51
MUL												
PAC												
WHT												
FRL	34			53			38				5	44

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	31	61	52	58	80	81	64					53
SWD	15	44		27	59		33					
ELL	26	50		50	80							53
AMI												
ASN												

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
BLK	30	57	50	60	79	74	56					
HSP	33	72		55	82		87					54
MUL												
PAC												
WHT												
FRL	29	62	50	58	82	83	66					52

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	30	55	50	45	66	61	33					33
SWD	17	50		33	58							
ELL	23	82		43	72		13					33
AMI												
ASN												
BLK	27	43	31	43	65	73	31					
HSP	29	83		47	74		24					30
MUL												
PAC												
WHT												
FRL	30	57	53	47	70	69	33					27

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	36%	54%	-18%	54%	-18%
04	2023 - Spring	39%	60%	-21%	58%	-19%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	34%	52%	-18%	50%	-16%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	47%	59%	-12%	59%	-12%
04	2023 - Spring	50%	62%	-12%	61%	-11%
05	2023 - Spring	48%	55%	-7%	55%	-7%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	36%	59%	-23%	51%	-15%

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.

The reading and science proficiency were both 37%. This was a 6% increase in reading but a 27% decrease in science. The largest contributor to low proficiency in science is the lack of comprehension and foundational skills in reading; phonemic awareness, phonics, and vocabulary readiness. The science assessment is ultimately a reading test. There are significant gaps in reading with our intermediate grades and with the ELL population. This greatly impacts the students' abilities to read fluently and comprehend scientific/informational text.

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

Our science proficiency went from 64% proficient to 37% which was a 27% decline from the previous year. We believe that this decline was due to the gaps in our reading proficiency and the level of comprehension required to correctly answer the questions.

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.

Our ELA data had the greatest gap when compared to the state average. The largest contributor to low proficiency in reading is the lack of foundational skills in reading; phonemic awareness, phonics, and

vocabulary readiness. This ultimately impacts the students' ability to read fluently which then impacts comprehension.

Which data component showed the most 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 in reading, science, and math. Homogenous groups were created and targeted lessons were developed to enrich and remediate standards in smaller group settings during the small group reading, 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 Instructional 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.

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

The biggest area of concern would be the number of Level 1s on the statewide ELA assessment. 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, 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. Strategic and intentional scaffolding will continue to be implemented to help us accelerate learning. 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 supports students' comprehension of grade-level text by building knowledge and vocabulary in a variety of ways, including immersion in multimedia resources that focus on a single topic. Ultimately, pre-exposing students to core benchmarks/ standards will be one of the best acceleration strategies to implement.

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

Our top priorities for the school year are:
-Intense focus on literacy in the primary grades
-Increasing proficiency in reading, math, and science
-Strengthening our data analysis/remediation process
-Increasing proficiency with our SWD

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 Benchmark-aligned Instruction

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.

Phillis Wheatley Elementary will focus on increasing student proficiency in all content areas as a result of teachers consistently, purposefully, and collaboratively planning differentiated instruction while delivering rigorous lessons to include effective monitoring of student progress toward learning and the implementation of authentic monitoring strategies. There is a need to differentiate the small group instruction to support students in need of Tier II and Tier III MTSS support. Historically, students with disabilities have been an underperforming subgroup with a federal index score of 34% in 2020-2021. Tier II and Tier III researched-based resources and assessments will be used to continuously progress monitor data of students identified as needing additional Tier II and Tier III support. By providing staff with ongoing professional learning that reinforces data-driven instruction, students with disabilities' individual needs will be met.
Based on the results from 2022-2023 Florida Assessment of Student Thinking (FAST), 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. Additionally, 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.

Based on 2022-2023 FAST Data:
ELA proficiency will increase from 37% to 45% (+8)
Mathematics proficiency will increase from 50% to 60% (+10)
Science proficiency will increase from 37% to 60% (+23)
ELA learning gains will increase from 61% in 2022 to 70% (+9)
ELA learning gains for the lowest 25% of students will increase from 52% in 2022 to 60% (+8)
Mathematics learning gains will increase from 80% in 2022 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.

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. The school-based leadership team and district support will monitor teachers' 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 English Language Learners. Equally important, consistent, streamlined, and explicit written and verbal feedback from the 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.

Person responsible for monitoring outcome:

Tabitha Brown (tabitha.brown@ocps.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.)

Teachers will create and implement differentiated instruction geared toward meeting the needs of their lowest 25%. The instructional leadership team will monitor data from common unit assessments, and the implementation of intervention programs including SIPPs, which is a researched, evidence-based intervention. The instructional leadership team will support the development and implementation of small group instruction including push-in support. Additionally, the staffing specialist will work with teachers to ensure proper program
placement and support services.

Rationale for Evidence-based Intervention:
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.

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.

Grade-level teams will participate in weekly common planning, facilitated by the leadership team to deepen teachers' 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)

By When: Weekly starting August 14th through May 24th.

The school-based administrators will continue to build a school-wide system to observe instructional practices by creating a monthly instructional walkthrough schedule to collect data on instructional trends and student outcomes. Instructional trend data will be calibrated and shared will all teachers and support staff 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)

By When: The walkthrough schedule has been created and will be implemented by August 21st,

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)

By When: This is an ongoing process that will begin as soon as we take BOY/PM 1 assessment.

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 2023-2024 school year.

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

By When: Professional learning will begin the week of August 21st.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Phillis Wheatley Elementary will continue to foster a warm, positive culture with 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 teacher/staff appreciation, the following school needs will be addressed.
-Increasing teacher attendance on Mondays and Fridays
-Increasing teacher retention rate

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 teachers/staff having two or more absences per month 40%
-Increase the retention rate of teachers/staff by 40%.

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

Each month, the staff will be given a survey to complete to share their ideas, opinons and provide feedback. Teacher attendance will be monitored monthly. Additionally, each quarter, the teachers and staff members with the best attendance will be entered into a drawing for a special gift.

Person responsible for monitoring outcome:

Tabitha Brown (tabitha.brown@ocps.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.)

Every 3rd Wednesday, we will have Well-Being Wednesday. This is when we will celebrate birthdays, raffle off treats during staff meetings and do something nice for the staff as a whole. Once a month, we will have Feel-Good Friday. Research says recognition goes a long way when increasing staff morale. This year, we will highlight a teacher and staff member of the month! Their picture will be in the weekly newsletter and on a bulletin board on campus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to continue to invest in the culture of the school building. To continue to create a culture of appreciation 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.

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.

Increase the percentage of teachers in attendance daily to 90% or more of the year by 40% through:
-Promoting stronger relationships between teachers, administrators, support staff, students, and parents
-New teacher 30/60-day check-in
-Soft start of the school day
-Zen Den- Teacher's Lounge
-Teachers rewarded for high attendance

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

By When: This action will be ongoing throughout the year.

Provide professional development on strengthening awareness and the importance of Resiliency with instructional staff and support staff.
Every adult in the school community will maintain a high rate of positive interactions with one another and students, and
show genuine interest in their lives and activities.

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

By When: This action step will be ongoing throughout the year.

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).

Phillis Wheatley Elementary reviews the use of resources that are allocated through general funds and those funds dedicated to school improvement activities. The deficiencies most notable include lack of time and/or people may have been a barrier to student achievement. These deficiencies are addressed through planning and learning processes offered in after-school opportunities for teachers to become more familiar with standards, content, and the pedagogical practices needed to increase student achievement.

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

The percentage of students in kindergarten through grade 2, based on 2022-2023 STAR PM 3 diagnostic, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment is 50%.

Grades 3-5: Instructional Practice specifically related 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 (37%) 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 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

The percentage of students in kindergarten through grade 2, based on 2022-2023 end of year i-Ready diagnostic, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment is 47%.

Grades 3-5 Measurable Outcomes

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 (37%) and the amount of improvement needed in order for most of the students to attain grade level performance.

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.

Teachers will engage in data analysis using the FAST PM1/STAR assessment results in addition to common assessments to determine how much growth is needed for each student in subsequent administrations. Teachers in grades 3-5 will analyze PM 1 and 2 results to predict 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 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.

Brown, Tabitha, tabitha.brown@ocps.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?

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:

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?

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
The MTSS process will be constantly monitored as students are properly placed in fluid Tiers based on their needs. -Monitoring- The Leadership Team will monitor Functional Basic Skills (FBS) and small group instruction by utilizing classroom walkthroughs. -Assessment- Assessment information gathered from FBS and small group instruction will be utilized to make adjustments to the student groups. - Professional Learning - Training in the programs for SIPPS and Heggerty will be available to new employees	Brown, Tabitha, tabitha.brown@ocps.net

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.

The SIP and SWP are reviewed during Leadership Team Meetings for leadership team input, during staff meetings for the teachers, and during SAC meetings for parents, families, and the community. At the end of last year, we discussed strategies that needed to be implemented for us to retain teachers and increase proficiency in all subject areas. Feedback from all stakeholders was used in the development of the SIP.
School Website: https://wheatleyes.ocps.net/

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))

Positive relationships are formed through positive interactions. We will maintain an open line of communication with parents, families and community stakeholders. School events will be advertised in multiple languages. Community partners and stakeholders will be invited to all school events and activities.
School Website: https://wheatleyes.ocps.net/

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))

We will strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by implementing systems and structures with fidelity and monitoring the academic data of the scholars. We will also provide coaching support to Tier II and Tier III teachers in an effort to build their capacity.

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))

N/A

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))

Mentally healthy students are more likely to go to school ready to learn, actively engage in school activities, have supportive and caring connections with adults and young people, use appropriate problem-solving skills, have nonaggressive behaviors, and add to positive school culture. Our school based-mental health team works collaboratively to ensure all students have access to the skills and services they need. We will have bi-weekly meetings to discuss students, areas of growth and mental health services. We have two active school-based mentoring programs which supports approximately 20 students combined.

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))

We have many different ways to expose our students to different postsecondary opportunities and the workforce. Throughout the year, we have college spirit days where students and staff wear college t-shirts. We also have a teach-in once per year which gives our students an opportunity to learn about different careers from someone currently working in that field. Lastly, we have clubs (Sewing, gardening,

STEM, Spanish, chess, creative writing) that expose our students to different activities that could lead to different postsecondary interests and opportunities.

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).

Our behavior team utilizes a tiered system for student behavior. All students are part of the Tier I behavior incentives on campus.

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))

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:

- Analyzing Formative, Summative, and Demographic Data (with an intense focus on subgroups)
- Taking a Deeper Dive into the MTSS Process
- Extra Hour, Whole Group and Small Group Frameworks (all content areas)
- Providing Targeted Support for ESE Population
- Overview of the Instructional Framework (Leading Standards-based Instruction)
- Increasing and Engaging Parent/Community Involvement

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))

Each summer, we host a Jumpstart to Kindergarten program for incoming Kindergarten students. This program gives them an opportunity to begin learning the KG curriculum and school environment. Students who attend this program have a much easier transition to Kindergarten.

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: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$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.

No