

Orange County Public Schools  
**Phillis Wheatley  
Elementary**



**2020-21 Schoolwide Improvement  
Plan**

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# Phillis Wheatley Elementary

1475 MARVIN C ZANDERS AVE, Apopka, FL 32703

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

## Demographics

**Principal: Lukeshia Miller**

Start Date for this Principal: 7/16/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: D (34%) 2017-18: D (39%) 2016-17: C (42%) 2015-16: D (32%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	SIG Cohort 3
<b>Year</b>	YEAR 1
<b>Support Tier</b>	TIER 2
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Orange County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

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

#### **Provide the school's vision statement**

To ensure every student has a promising and successful future

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Miller, Lukeshia	Principal	Ms. Miller serves as the instructional leader of Phillis Wheatley Elementary. She monitors instructional delivery of the standards and allocation of resources to ensure students are being provided with a high-quality education. The principal facilitates instructional rounds and provides teachers with actionable feedback to enhance their professional practices. Ms. Miller establishes systems of support that result in a supportive learning environment with high expectations and increased student outcomes. Equally important, she provides avenues for teachers to collaborate, plan rigorous lessons, and contribute input for the optimal functioning of the school. The principal engages with district and community members to facilitate the use of resources which directly impacts student achievement.
Brown, Tabitha	Assistant Principal	Ms. Brown facilitates instructional rounds and provides teachers with actionable feedback to enhance their professional practices. She partners with the principal to implement systems and structures that yield a strong learning environment. Ms. Brown analyzes common assessment data to make timely instructional decisions that impact student achievement. The assistant principal monitors discipline processes to ensure a safe learning and working environment.
Taylor Harris, Tandrika	Guidance Counselor	Mrs. Harris provides a comprehensive curricula focused on academic, as well as, social and emotional learning for all students. She incorporates character education, prevention and intervention services to meet the diverse needs of the student body. Her primary purpose is to remove barriers to learning and promote academic success by ensuring students have access to resources necessary for academic and social development. Mrs. Harris facilitates class meetings with a special emphasis on effective communication and social skills, coping/conflict resolution strategies and multicultural/diversity awareness.
Anderson, Adriene	Instructional Coach	Mrs. Anderson serves as the 3rd through 5th grade 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 Tier II and Tier III teachers. Equally important, Mrs. Anderson also provides targeted instruction to students identified as performing below grade level on summative and formative assessments.
Bush, Julia	Dean	Mrs. Bush assists with the school-wide implementation of Positive Behavioral and Intervention Systems PBIS for Phillis Wheatley Elementary. Through collaborative efforts, she developed and implemented a Tier I plan, Panther Pride, which is a universal system of proactive expectations that are utilized

Name	Title	Job Duties and Responsibilities
		<p>to encourage appropriate behaviors. Mrs. Bush, along with teachers and staff, incentivize the student body with Pride bucks, which are used to purchase desired, age appropriate items from the Panther store. She provides teachers and support personnel with professional development on classroom management, restorative practices, and effective strategies to aide students with successful academic, personal and social development. Additionally, Mrs. Bush works in conjunction with the guidance counselor and Multi-Tiered System of Supports (MTSS) coordinator to collect data and develop differentiated intervention services for Tier II and Tier III students.</p>
<p>Redel, Karen</p>	<p>Instructional Coach</p>	<p>Mrs. Redel serves as the reading instructional coach and the Multi-Tiered System of Supports (MTSS) coordinator. As the reading coach, she facilitates ongoing, job-embedded professional development to build teacher capacity. She utilizes the coaching cycle to provide continuous support to Tier II and Tier III teachers. 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 Tier II and Tier III students.</p>
<p>Young, Terranesha</p>	<p>Other</p>	<p>Ms. Young serves as the Curriculum Resource Teacher (CRT) and testing coordinator. She ensures teachers have curricula resources needed in the learning environments. She facilitates professional development to build teacher capacity. Ms. Young provides targeted instruction to identified Tier II and Tier III students. As the testing coordinator, she oversees the organization and administration of school-based, district level and state standardized testing.</p>
<p>Douglas, Latasha</p>	<p>Attendance/ Social Work</p>	<p>Ms. Douglas works collaboratively with the guidance counselor and provides a comprehensive curricula focused on social and emotional learning for all students. She incorporates character education, prevention and intervention services to meet the diverse needs of the student body. Ms. Douglas serves as the liaison for the Early Truancy and Tardy Intervention program. Additionally, she affords the families served at Phillis Wheatley Elementary with direct and indirect wraparound services to support their diverse needs.</p>

**Demographic Information**

**Principal start date**  
 Tuesday 7/16/2019, Lukeshia Miller

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

3

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

5

**Total number of teacher positions allocated to the school**

29

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: D (34%) 2017-18: D (39%) 2016-17: C (42%) 2015-16: D (32%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	SIG Cohort 3
<b>Year</b>	YEAR 1
<b>Support Tier</b>	TIER 2



<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	26	66	76	71	81	69	0	0	0	0	0	0	0	389
Attendance below 90 percent	10	26	33	14	25	6	0	0	0	0	0	0	0	114
One or more suspensions	0	1	0	4	1	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	13	21	24	0	0	0	0	0	0	0	58
Course failure in Math	0	0	0	14	11	13	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	24	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	26	0	0	0	0	0	0	0	42

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	13	26	26	0	0	0	0	0	0	0	66

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Monday 6/1/2020

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	80	71	95	60	80	0	0	0	0	0	0	0	467
Attendance below 90 percent	19	15	19	19	16	14	0	0	0	0	0	0	0	102
One or more suspensions	9	13	18	33	17	16	0	0	0	0	0	0	0	106
Course failure in ELA or Math	4	16	10	32	19	29	0	0	0	0	0	0	0	110
Level 1 on statewide assessment	0	0	0	64	35	41	0	0	0	0	0	0	0	140

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	5	8	49	23	32	0	0	0	0	0	0	0	122

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	25	29	15	0	0	0	0	0	0	0	69
Students retained two or more times	0	0	0	0	1	4	0	0	0	0	0	0	0	5

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	80	71	95	60	80	0	0	0	0	0	0	0	467
Attendance below 90 percent	19	15	19	19	16	14	0	0	0	0	0	0	0	102
One or more suspensions	9	13	18	33	17	16	0	0	0	0	0	0	0	106
Course failure in ELA or Math	4	16	10	32	19	29	0	0	0	0	0	0	0	110
Level 1 on statewide assessment	0	0	0	64	35	41	0	0	0	0	0	0	0	140

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	5	8	49	23	32	0	0	0	0	0	0	0	122

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	25	29	15	0	0	0	0	0	0	0	69
Students retained two or more times	0	0	0	0	1	4	0	0	0	0	0	0	0	5

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	24%	55%	-31%	58%	-34%
	2018	24%	55%	-31%	57%	-33%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	29%	57%	-28%	58%	-29%
	2018	36%	54%	-18%	56%	-20%
Same Grade Comparison		-7%				
Cohort Comparison		5%				
05	2019	30%	54%	-24%	56%	-26%
	2018	23%	55%	-32%	55%	-32%
Same Grade Comparison		7%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	15%	62%	-47%	62%	-47%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	31%	61%	-30%	62%	-31%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2019	31%	63%	-32%	64%	-33%
	2018	55%	62%	-7%	62%	-7%
Same Grade Comparison		-24%				
Cohort Comparison		0%				
05	2019	43%	57%	-14%	60%	-17%
	2018	42%	59%	-17%	61%	-19%
Same Grade Comparison		1%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	54%	-25%	53%	-24%
	2018	38%	53%	-15%	55%	-17%
Same Grade Comparison		-9%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	27		11	27						
ELL	25	45		30	31		18				
BLK	29	45	46	28	40	35	27				
HSP	28	43	50	39	37		29				
WHT	42			25							
FRL	27	46	42	29	38	27	27				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD		15		11	31	27					
ELL	11	30	30	27	39						
BLK	32	41	40	42	46	42	42				
HSP	24	30	30	53	60		44				
WHT	20			55							
FRL	30	37	37	49	54	39	42				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	8
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	34
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Due to COVID-19, the FSA was cancelled for the 2019-2020 school year. The ELA data reflected is an analysis of i-Ready Beginning of Year (BOY) to Middle of Year (MOY) diagnostic assessments from the 2019-2020 school year. i-Ready (BOY) standards view indicated twenty-six percent of our 3rd grade students achieved proficiency or higher on the diagnostic assessment. Forty-nine percent of our 3rd grade students scored at the proficient level or higher on the mid-year assessment. This was a 23% increase from BOY to MOY. Overall, 78% of 3rd grade retainees made growth from BOY to MOY.

During the beginning of the year, 9% of our 4th grade students scored at the proficient level or higher on the ELA i-Ready assessment. Twenty percent of the 4th graders scored proficiency or higher on the MOY assessment. This is an increase of 11% from BOY to MOY.

During the beginning of the year, 24% of our 5th grade students scored at the proficient level or higher on the ELA i-Ready assessment. Thirty-six percent of the 5th graders scored proficiency or higher on the MOY assessment. This is an increase of 12% from BOY to MOY.

2018-2019 FSA school data, ELA reflected the lowest percent proficient with only 29 percent of students achieving level 3 or higher. i-Ready ELA MOY data for 2019-2020 indicated 35% of students scored at a proficient or higher level. The lack of growth is attributed to teacher's lack of understanding the standards and providing consistent differentiated lessons.

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

Based on the analysis of the 2018-2019 school data, math showed the greatest decline of 30% proficiency as compared to 46% proficiency during the 2017-2018 school year. During the 2018-2019 school year, math learning gains decreased by 15 percentage points in comparison to the 2017-2018 school year where 52% of students achieved learning gains. The contributing factors associated with the decline in math scores included the lack of common planning framework that focused on disaggregating data, standards-based instruction, and engaging instructional delivery. There was insufficient evidence to support that systems were in place for data analysis of formative assessment data. There was also a lack of small group and targeted instruction to remediate/reteach standards not mastered. Math interventions were not tailored to specifically meet the individualized needs of the students.

During the 2019-2020, the 4th grade level needed the most support academically and socially. There were a total of three teachers who all received extensive coaching support throughout the year. January 2020, there was a shift with personnel and the math/science coach became the teacher of record in one of the classes. This adjustment was made in order to provide optimal and highly effective instruction. The math common assessment and i-Ready MOY data reflected an improvement as a result of this change. Math BOY data reflected 15% of the 4th grade students were at proficiency. There was a 19% increase with the math MOY with 34% of our students showing proficiency.

**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 compared with the 2018-2019 state and district average, 3rd grade math proficiency had the largest gap, a difference of 47%. Contributing factors included the teacher's lack of experience and knowledge with the knowing the depth of the content standards and planning standards-based aligned lessons. In addition, students lacked the foundational skills and background knowledge in Number and Operations and Operations and Algebraic Thinking. Math interventions were not tailored to specifically meet the needs of individual students. Based on the student outcomes during the 2018-2019 school year, there was lack of evidence to support systems were established and consistently monitored as it relates to data analysis/disaggregation and progress monitoring.

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

The 2018-2019 FSA data components that showed the most improvement were ELA learning gains and ELA lowest 25th percentile. Phillis Wheatley Elementary increased by 9% in ELA learning gains and by 8% in the ELA lowest 25th percentile. New actions taken in ELA included developing targeted lessons for the additional hour of reading instruction and the Fundamental Basic Skills (FBS) block. In addition, the instructional coaches developed differentiated writing plans which were measured quarterly by the Write Score instructional program. Write Score was used in K-5 to ensure there was a school-wide improvement focus on literacy. Additionally, the school implemented academic seminars in grades 3, 4, and 5. Instructional coaches modeled standards-based lessons with classes of students focused on engagement and teacher actions to support student learning. Teachers completed reflection logs and were monitored for implementation of the strategies learned across content areas.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Students with attendance below 90% continue to be an ongoing concern for Phyllis Wheatley Elementary.

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

1. Increase student proficiency in all content areas through the implementation of the high-yield literacy strategies.
2. Implement the Multi-Tiered System of Supports process in order to increase learning gains and close the achievement gap.
3. Establish preventative measures and closely monitor student attendance.
4. Continue to build a culture for social and emotional learning with students, teachers, and staff.

**Part III: Planning for Improvement**

**Areas of Focus:**



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

**Area of Focus Description and Rationale:**

Phillis Wheatley Elementary will increase student proficiency in all content areas as a result of teachers consistently delivering rigorous standards-based instruction to include effective monitoring of student progress toward learning and the implementation of authentic engagement strategies. Standards aligned instruction ensures that teachers plan appropriate student activities by devising a road map to mastery resulting in high student outcomes. Equally important, instructional monitoring evaluate students' understanding of key concepts for the purpose of making on the spot instructional adjustments

Based on the results from Florida Standards Assessment (FSA), there is a need for instruction to be more rigorous by building the instructional capacity. In ELA and mathematics, less than 50% of students were proficient on the FSA. Additionally, instructional rounds revealed teachers did not consistently monitor students understanding towards learning.

**Measureable Outcome:**

ELA proficiency will increase from 29% to 40% (+11).  
 Math proficiency will increase from 30% to 46% (+16).  
 Science proficiency will increase from 30% to 41% (+11).  
 ELA learning gains will increase from 44% to 65% (+21).  
 ELA learning gains for the lowest 25% of students will increase from 42% to 60% (+18).  
 Math learning gains will increase from 37% to 65% (+23).  
 Math learning gains for the lowest 25% of students will increase from 29% to 65% (+36).

**Person responsible for monitoring outcome:**

Lukeshia Miller (lukeshia.miller@ocps.net)

**Evidence-based Strategy:**

Building standards-based professional learning communities.

**Rationale for Evidence-based Strategy:**

In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions: 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course? 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis? 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty? 4) What will we do if they already know it?

Through weekly, professional learning communities (PLCs), teachers, support staff, and STO leadership team will analyze common assessment data to guide instructional delivery and support students' individual needs. Additionally, teachers will continue to model and receive actionable feedback.

**Action Steps to Implement**

Grade level teams will participate in weekly common planning, facilitated by school-based and STO leadership team to deepen teacher's understanding of the standards. During

common planning, the facilitator will emphasize the prerequisite skills that are needed; questioning strategies, monitoring techniques, and engagement strategies. Additionally, teachers will model instructional delivery and provide each other feedback. ESE support staff will collaborate with teachers and instructional coaches in PLCs to provide high-yield strategies for students with learning disabilities.

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

The school-based administrators will 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 shared with leadership team, teachers, and support staff. Additionally a weekly walkthrough schedule will be created to provide feedback and support to Tier II and Tier III teachers within the coaching cycle.

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

Provide professional development aligned to standards-based instruction, authentic student engagement, monitoring for student understanding, and high yield strategies. 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 2020-2021 school year.

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

**#2. Other specifically relating to Multi-Tiered System of Supports Framework**

<p><b>Area of Focus</b></p> <p><b>Description and Rationale:</b></p>	<p>Phillis Wheatley Elementary will continue to implement the Multi-Tiered System of Supports framework in order to narrow the achievement gap and increase student achievement.</p> <p>The data indicate that there is a need for a systematic implementation of the MTSS Process. We will provide ongoing professional development to our teachers and support staff on analyzing data and proper implementation of the process. MTSS will serve as an ongoing progress monitoring tool for students in Tier I, Tier II and Tier III.</p>
<p><b>Measurable Outcome:</b></p>	<p>ELA proficiency will increase from 29% to 40% (+11).                  Math proficiency will increase from 30% to 46% (+16).                  Science proficiency will increase from 30% to 41% (+11).                  ELA learning gains will increase from 44% to 65% (+21).                  ELA learning gains for the lowest 25% of students will increase from 42% to 60% (+18).                  Math learning gains will increase from 37% to 60% (+23).                  Math learning gains for the lowest 25% of students will increase from 29% to 65% (+36).</p>
<p><b>Person responsible for monitoring outcome:</b></p>	<p>Lukeshia Miller (lukeshia.miller@ocps.net)</p>
<p><b>Evidence-based Strategy:</b></p>	<p>The Multi-tiered System of Support (MTSS) is a process of systematically providing student supports in response to their current level of performance. Proper implementation and monitoring of the MTSS process will change the way we support our students with learning by systematically delivering a range of interventions based on demonstrated levels of need.</p>
<p><b>Rationale for Evidence-based Strategy:</b></p>	<p>Instructional and support staff will receive professional development on the Multi-Tiered System of Support. After staff receives professional development on the Multi-Tiered System of Support, biweekly grade level data meetings will be conducted to analyze student mastery of standards during the reading block (Tier I). Systematic Instruction in Phonemic Awareness, Phonics, and Sight words placement assessment will be utilized to determine each students' specific deficit skill. Students in grades third through fifth will be given the Phonics for Reading initial placement assessment. Initial data from SIPPS, Phonics for Reading, or PAST will be utilized to form homogeneous instructional groups during extra hour/ FBS (Tier II). These groups will receive structured lessons that focus on the deficit skill of the group, with progress monitoring occurring every ten lessons. Progress monitoring data will be utilized to reorganize groups and determine which students need additional support within the MTSS process (TIER III).</p>

**Action Steps to Implement**

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

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

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

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

Data will be evaluated and triangulated to ensure the effectiveness of the common planning process. Once data is evaluated, tweaks to the planning process may occur as needed.

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

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

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

**#3. Culture & Environment specifically relating to Social Emotional Learning**

Phillis Wheatley Elementary will build and establish a culture for social and emotional learning with adults and students. This will be done by developing a community of trustworthiness and transparency that empowers all stakeholders to build and maintain positive relationships in an environment that perpetuates safety, freedom of choice, and collaboration.

**Area of Focus Description and Rationale:**

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 our school has a culture for social and emotional learning, we will address the following school needs:

- Increasing student proficiency in all content areas, with a streamlined focus on mathematics, which has the largest achievement gap based on the 2018-2019 FSA assessment
- Increasing student proficiency with all ESSA subgroups, with special emphasis on the students with disabilities (SWD) subgroup, the lowest performing subgroup with only 18% of the students meeting the federal index threshold

Currently, 66 students have two or more early warning systems indicators. Phillis Wheatley will reduce the number of students having two or more early warning systems indicators by 30%.

**Measureable Outcome:**

Currently, 114 students have attendance below 90 percent as reflected by the early warning systems indicator. Phillis Wheatley will reduce the number of students having attendance below 90 percent by 30%.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

Embed social and emotional learning into daily interactions, with both adults and students. Simultaneously, incorporate distributive leadership to progress and sustain collective efficacy and a culture of continuous improvement. Expand and enhance team collaboration and dynamics which positively influences student engagement and helps to increase academic expertise for all students.

**Rationale for Evidence-based Strategy:**

Having a healthy and flourishing school environment is paramount to the global success of all stakeholders. Establishing a culture that has strategic professional development coupled with shared leadership opportunities at the hub of all interconnected systems emits sustained transformation.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of the school building. To create a culture a social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities in the school. Through a

distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational change.

### Action Steps to Implement

Provide professional development on strengthening awareness and importance of Social Emotional Learning Leadership (SELL) with instructional staff, support staff, and parents three times per school year. (August, 2020, December, 2020, February, 2021)

Every adult in the school community will maintain a high rate of positive interactions with students and show genuine interest in their lives, their activities, and their goals.

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

Implement the CHAMPS Behavior Management System to support classroom management, positively influence student engagement, and help increase academic achievement. CHAMPS is a positive and proactive approach that will allow the instructional and support staff to teach behavior expectations throughout the school day. CHAMPS training during the 2020-2021 school year, will center around the topics below:

- Improve classroom behavior (on-task, work completion, cooperation)
- Establish clear classroom behavior expectations with logical and fair responses to misbehavior
- Motivate students to put forth their best efforts (perseverance, pride in work)
- Increase academic engagement, resulting in improved test scores
- Teach students to behave respectfully and to value diversity
- Develop a common language about behaviors among all staff
- Create a plan for orienting and supporting new staff

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

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

Increase percentage of students in attendance 90% or more by 30% through Social Emotional Learning Leadership (SELL) and mental wellness initiatives such as:

- Promote stronger relationships between teachers, administrators, support staff, and students
- New Student 30/60 Day Check-in
- Soft Start to the School Day
- Calm Corner
- Send letters home to families with attendance "nudges"
- Let students earn points for high attendance

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

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**N/A**

## Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Phillis Wheatley Elementary, we strive to build and maintain a positive school culture where the staff, students and families feel valued, cared for and respected. Having a positive school culture contributes to effective teaching and learning and effective communication within and outside the school. Building strong relationships with all members of the school community is key to building a positive school culture. To address building a positive school culture throughout the school year, we will do the following:

- Develop democratic processes for decision making and parent input
- Foster respect for diversity
- Implementation of a structured curriculum that caters to the social and emotional needs of the students
- Acknowledge the contributions faculty and staff members bring to the school community

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$173,998.30
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	1361 - Phillis Wheatley Elementary	UniSIG	0.88	\$49,940.10
			<i>Notes: Resource teacher for intervention in the classroom</i>			
	5100	210-Retirement	1361 - Phillis Wheatley Elementary	UniSIG		\$4,994.01
			<i>Notes: Retirement benefits for a Resource teacher for intervention in the classroom</i>			
	5100	220-Social Security	1361 - Phillis Wheatley Elementary	UniSIG		\$3,820.42

			<i>Notes: Social Security benefits for a Resource teacher for intervention in the classroom</i>		
5100	231-Health and Hospitalization	1361 - Phillis Wheatley Elementary	UniSIG		\$9,288.60
			<i>Notes: Health Insurance benefits for a Resource teacher for intervention in the classroom</i>		
5100	232-Life Insurance	1361 - Phillis Wheatley Elementary	UniSIG		\$35.26
			<i>Notes: Life Insurance benefits for a Resource teacher for intervention in the classroom</i>		
5100	240-Workers Compensation	1361 - Phillis Wheatley Elementary	UniSIG		\$164.80
			<i>Notes: Workers Compensation benefits for a Resource teacher for intervention in the classroom</i>		
5100	250-Unemployment Compensation	1361 - Phillis Wheatley Elementary	UniSIG		\$13.48
			<i>Notes: Unemployment benefits for a Resource teacher for intervention in the classroom</i>		
5100	290-Other Employee Benefits	1361 - Phillis Wheatley Elementary	UniSIG		\$1,068.22
			<i>Notes: Other Employee benefits for a Resource teacher for intervention in the classroom</i>		
5100	160-Other Support Personnel	1361 - Phillis Wheatley Elementary	UniSIG	2.0	\$68,277.12
			<i>Notes: 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction</i>		
5100	210-Retirement	1361 - Phillis Wheatley Elementary	UniSIG		\$6,827.71
			<i>Notes: Retirement benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction</i>		
5100	220-Social Security	1361 - Phillis Wheatley Elementary	UniSIG		\$5,223.20
			<i>Notes: Social Security benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction</i>		
5100	231-Health and Hospitalization	1361 - Phillis Wheatley Elementary	UniSIG		\$18,577.20
			<i>Notes: Health Insurance benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction</i>		
5100	232-Life Insurance	1361 - Phillis Wheatley Elementary	UniSIG		\$48.20
			<i>Notes: Life Insurance benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction</i>		
5100	240-Workers Compensation	1361 - Phillis Wheatley Elementary	UniSIG		\$225.31
			<i>Notes: Workers Compensation benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction</i>		
5100	250-Unemployment Compensation	1361 - Phillis Wheatley Elementary	UniSIG		\$18.43
			<i>Notes: Unemployment benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction</i>		



	5100	290-Other Employee Benefits	1361 - Phillis Wheatley Elementary	UniSIG		\$1,460.45
			<i>Notes: Other Employee benefits for 2 Program Assistants to work directly with students providing small group and one on one supplemental instruction</i>			
	5100	510-Supplies	1361 - Phillis Wheatley Elementary	UniSIG		\$4,015.79
			<i>Notes: Supplies 5% amount is \$9,182.94</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Multi-Tiered System of Supports Framework</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$183,658.75</b>