PHYLLIS WHEATLEY ELEM. SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Cathy M. Williams

Position Title
Principal

Job Duties and Responsibilities

Cathy M. Williams, Principal, will provide a common vision for the use of databased decision-making, ensure the School Leadership Team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Leadership Team Member #2

Employee's Name
Janine Burgains

Position Title
Assistant Principal

Job Duties and Responsibilities

Janine Burgains, Assistant Principal, will provide guidance on K-12 Comprehensive Reading, Mathematics, and Science Plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; ensure ESE and ESOL policies and procedures are followed, and support the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans.

Leadership Team Member #3

Employee's Name
Johnika Jeanty

Position Title
Reading Coach

Job Duties and Responsibilities

Johnika Jeanty, Reading Coach, will develop, lead, and evaluate school core content standards/ program; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment.

Leadership Team Member #4

Employee's Name
Sarica Oates

Position Title
Math Coach

Job Duties and Responsibilities

Sarica Oates, Math Coach, will develop, lead, and evaluate school core content standards/program; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches, and identify systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk";

assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment.

Leadership Team Member #5

Employee's Name
Iatarra Brown

Position Title
School Counselor

Job Duties and Responsibilities

Iatarra Brown, Guidance Counselor, will provide quality services and expertise on issues ranging from academic, behavioral, and SEL needs of students, as well as facilitate school-wide initiatives, such as Positive Behavior System (PBS) Program, Attendance, Character Education, and Discipline.

Leadership Team Member #6

Employee's Name
Esmeralda Guevara

Position Title
ESE Teacher

Job Duties and Responsibilities

Esmeralda Guevara, ESE Teacher, will provide instruction and support to all students and instructional staff to ensure the instructional needs of students are met, atrisk students are identified, and proper documentation for the RtI process are implemented within the appropriate time frame.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

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

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

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**96.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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.*	**2023-24: B** **2022-23: D*** **2021-22: C** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	4	5	7	0	3				19
One or more suspensions	0	0	0	0	1	0				1
Course failure in English Language Arts (ELA)	0	0	0	4	1	1				6
Course failure in Math	0	0	0	5	2	6				13
Level 1 on statewide ELA assessment	0	0	0	6	3	8				17
Level 1 on statewide Math assessment	0	0	0	4	2	10				16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	7	14	15						36
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	5	6	1					13

Current Year 2024-25

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	3	6	14	5	10				38

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	1	7	1	0				9
Students retained two or more times	0	0	0	2	2	0				4

Prior Year (2023-24) As Last 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 school days		13	13	5	9	7				47
One or more suspensions				1						1
Course failure in ELA				4	3	2				9
Course failure in Math				8	1	1				10
Level 1 on statewide ELA assessment				9	4	11				24
Level 1 on statewide Math assessment				4	7	6				17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	15	17							57

Prior Year (2023-24) As Last Reported (pre-populated)

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				11	7	6				24

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				9	1					10
Students retained two or more times	1			3	1	2				7

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	43	63	57	32	60	53	30	62	56
ELA Grade 3 Achievement **	27	63	58	21	60	53			
ELA Learning Gains	65	64	60	52					
ELA Learning Gains Lowest 25%		62	57	60					
Math Achievement *	60	69	62	35	66	59	42	58	50
Math Learning Gains	67	65	62	67					
Math Learning Gains Lowest 25%		58	52	70					
Science Achievement *	73	61	57	22	58	54	16	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	64	64	61	63		59			

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	399
Total Components for the FPPI	7
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	28%	48%	27%		58%	44%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%
Students With Disabilities	36%	Yes	5	
English Language Learners	64%	No		
Black/African American Students	48%	No		
Hispanic Students	61%	No		
Economically Disadvantaged Students	55%	No		
	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%
Students With Disabilities	10%	Yes	4	4
Black/African American Students	26%	Yes	1	1

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%
Hispanic Students	29%	Yes	1	1
Economically Disadvantaged Students	26%	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	8%	Yes	3	3
English Language Learners	35%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	41%	No		
Hispanic Students	49%	No		

	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%
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	48%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	43%	27%	65%		60%	67%		73%					64%
Students With Disabilities	13%		57%		31%	43%							
English Language Learners													64%
Black/African American Students	36%	27%	60%		55%	60%							
Hispanic Students	46%		70%		67%								60%
Economically Disadvantaged Students	38%	15%	67%		59%	72%		73%					60%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	32%	21%			35%			22%					
Students With Disabilities	13%				7%								
Black/African American Students	29%	20%			33%			21%					
Hispanic Students	29%				29%								
Economically Disadvantaged Students	29%	16%			33%			25%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	30%		52%	60%	42%	67%	70%	16%					
Students With Disabilities	0%				15%								
English Language Learners	30%				40%								
Native American Students													
Asian Students													
Black/African American Students	29%		58%		40%	61%		16%					
Hispanic Students	33%		36%		44%	82%							
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	31%		54%	60%	40%	66%	70%	16%					

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	23%	56%	-33%	55%	-32%
Ela	4	30%	55%	-25%	53%	-23%
Ela	5	65%	56%	9%	55%	10%
Math	3	36%	65%	-29%	60%	-24%
Math	4	43%	62%	-19%	58%	-15%
Math	5	71%	59%	12%	56%	15%
Science	5	71%	53%	18%	53%	18%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Results on the Fifth Grade State Science Assessment showed the most improvement from 18% to 73%. We contribute the increase to the fifth-grade teacher participating in PD, peer observations, implementing the C.U.T.E.S. and Pencils Down-Pens Up Strategies, as well as weekly common planning sessions with the ETO CSS to ensure the teacher effectively implemented the Science Framework and Essential Labs. Other contributing factors are that 67% of our fifth graders demonstrated proficiency on FAST Reading PM3., and we had a high percentage of participating in our Fifth Grade After-School Science Club.

Lowest Performance

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

The lowest performance data component is Third Grade Reading Proficiency. Our Third Grade Reading Proficiency is 27% and the State's Average for Third Grade Reading Proficiency is 55%. Despite all third graders demonstrating improvement on FAST Reading PM3, the high percentage of third graders starting the school year, one or two grade-levels, below proficiency is the contributing factor to the low performance and large achievement gap.

Greatest Decline

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

When comparing last year's data points to the 2024 FAST PM3 data points, there are no declines in any subject areas or within any grade-levels. However, third and fourth grades' overall reading proficiency only increased by one percentage point. For third grade, reading proficiency increased from 26% to 27%, and in fourth grade, the reading proficiency increased from 38% to 39%. The contributing factor for the low increase is the high percentage of third & fourth graders starting the school year, one or two grade-levels, below proficiency.

Greatest Gap

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

When comparing state averages to our data components, Third Grade Reading Proficiency is the greatest gap, with a difference of twenty-eight percentage points. Our Third Grade Reading Proficiency is 27% and the State's Average for Third Grade Reading Proficiency is 55%. Despite all third graders demonstrating improvement on FAST Reading PM3, the high percentage of third graders starting the school year, one or two grade-levels, below proficiency is the contributing factor to the large achievement gap.

EWS Areas of Concern

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

1. Student Attendance
2. Reading Deficiency

Highest Priorities

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

1. Improving Student Attendance
2. Building Teacher Capacity
3. Improving Reading Proficiency

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024 FAST PM3 Reading data, 44% of our third, fourth, and fifth graders demonstrated proficiency in reading. Results from the 2024 FAST PM3 Math data shows 60% of our third, fourth, and fifth graders demonstrated proficiency in math. Therefore, the implementation of Instructional Coaching will increase students' reading and math proficiency.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of instructional coaching, teachers will effectively and confidently deliver instruction and an additional six percentage points of our third, fourth, and fifth graders will score at grade level or above in Reading and Math.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Develop Schedule for Collaborative Planning
- Professional Development on Standards & Framework
- Analyze Data & Create Student Groups

Person responsible for monitoring outcome
Cathy M. Williams, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:

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

Rationale:
Instructional Coaching will ensure reading and math instruction is being implemented with fidelity and rigorously. It will also ensure students have opportunities to engage in rigorous learning, improve critical thinking skills, and actively engage in their learning.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Develop Schedule for Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Cathy M. Williams, Principal	August 12, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By August 12, 2024, administration will develop a master schedule that allocates instructional time frames for reading and math instruction, collaborative planning with instructional coaches, and push-in/pull-out instructional support for grades K-5.

Action Step #2
Professional Development on Standards & Framework

Person Monitoring:	**By When/Frequency:**
Johnika Jeanty, Reading Coach	August 22, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By August 22, 2024, the Instructional Coaches will provide professional development to teachers on the B.E.S.T. Standards, instructional framework, resources, pacing guides, and assessment calendar.

Action Step #3
Analyze Data & Create Student Groups

Person Monitoring:	**By When/Frequency:**
Sarica Oates, Math Coach	August 16, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By August 16, 2024, the Instructional Coaches, teachers & interventionists will analyze data, create student groups, and select resources that meet the needs of students. This process will be completed on a regular basis, using the most current data.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The 2023-2024 school year was the fifth consecutive year that SWD fell below 41%. Based on results from the 2024 FAST PM3 Reading, only seven percent of our SWD demonstrated proficiency in Reading and only 21% demonstrated proficiency in Math.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Professional Development on Reading & Math Intervention
- Create Schedule for ESE Teacher to Provide Instructional Support
- Weekly Walkthroughs

Person responsible for monitoring outcome

Cathy M. Williams, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Rationale:
Intervention provides additional strategies and activities to enhance students' reading and math skills. When teachers provide effective intervention students become successful learners who are able to decode, comprehend, use critical thinking skills, and build their understanding of content as well as their motivation and confidence.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Professional Development on Reading & Math Intervention

Person Monitoring:	**By When/Frequency:**
Johnika Jeanty, Reading Coach & Sarica Oates, Math Coach	August 16, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By August 23, 2024, the Reading & Math Coaches will provide professional development to all teachers on the Reading & Math Intervention Programs. These programs will provide students with additional opportunities to remediate and advance reading & math skills.

Action Step #2
Create Schedule for ESE Teacher to Provide Instructional Support

Person Monitoring:	**By When/Frequency:**
Cathy M. Williams, Principal	August 23, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will create a schedule for the ESE teacher to provide push-in and pull-out instructional support to all SWD. During these small group instructional sessions, the ESE teacher will provide remediation of previously taught standards.

Action Step #3
Weekly Walkthroughs

Person Monitoring:	**By When/Frequency:**
Cathy M. Williams, Principal	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will conduct weekly walkthroughs to monitor the implementation of intervention and Differentiated Instruction. These walkthroughs will also include a review of student work and assessment data.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024 FAST PM3 Reading data, only 13% of our first and second graders scored at the 71 percentage or above in Reading.

Based on the 2024 FAST PM3 Reading data, 27% of the third grade students are proficient in Reading, 39% of the fourth grade students are proficient in Reading, and 67% of the fifth grade students are proficient in Reading.

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

Standards-Based Collaborative Planning requires teachers to identify the specific literacy strategies and habits of success their students need and incorporate these into every unit to help students develop time management, study and relationship skills.

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

Standards-Based Collaborative Planning requires teachers to identify the specific literacy strategies and habits of success their students need and incorporate these into every unit to help students develop time management, study and relationship skills.

Grades K-2: Measurable Outcome(s)

With the implementation of Standards-Based Collaborative Planning, at least 50% of our K-2 students will score at grade level or above in Reading.

Grades 3-5: Measurable Outcome(s)

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

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- ELA Professional Development
- Data Analysis of Reading Scores
- Administrative Walk Throughs

Person responsible for monitoring outcome

Johnika Jeanty, Reading Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:
Standards-Based Collaborative Planning is a strategy used to improve collaboration among teachers, enhance instructional delivery, and focuses on student outcomes. It also ensures teachers are using strategic and intentional teaching strategies to address students' reading deficiencies.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
ELA Professional Development

Person Monitoring:	**By When/Frequency:**
Johnika Jeanty, Reading Coach	August 13, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Reading Coach will provide professional development to teachers on the B.E.S.T. Standards, resources, instructional framework, pacing guide, and assessment calendars.

Action Step #2
Data Analysis of Reading Scores

Person Monitoring:	**By When/Frequency:**
Johnika Jeanty, Reading Coach	August 14, 2024/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Reading Coach and teachers will analyze data, select resources, and strategies that meet the needs of students. This process will be completed on a regular basis, using the most current data.

Action Step #3
Administrative Walk Throughs

Person Monitoring: **By When/Frequency:**
Janine Burgains, Asst. Principal   September 2 - October 18, 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will conduct weekly walkthroughs to ensure effective teaching and learning is taking place, and that strategies developed in Collaborative Planning sessions are being implemented with fidelity. Administration will also provide teachers with feedback.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our school will focus on improving Student Attendance. Chronic Absenteeism continues to be an area of concern. For the 2023-2024 school year, 23% (42) of our students had 11-15 days absence and 40% (72) had 16 or more days absences. We recognize the need to implement effective attendance initiatives to improve students' attendance, address the needs of our students and their families, and the collaborate with community agencies to ensure students are attending school on time and consistently.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on last year's attendance data, 23% of our students had 11-15 days absence. When compared to the 2022-2023 school year, this is a five percentage point increase (17% to 23%). By successfully implementing Student Attendance Initiatives, our students will have fewer absences and have the opportunity to receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 4 percentage points by June 2025 .

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

- Develop & Review School-wide Attendance Plan
- Establish Weekly Attendance Review Committee Meetings
- Identifying the Needs of New Students

Person responsible for monitoring outcome
Cathy M. Williams, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the

identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to
parents, and more direct measures including home visits, counseling and referrals to outside
agencies as well as incentives for students with perfect attendance.

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

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Develop & Review School-wide Attendance Plan

Person Monitoring: **By When/Frequency:**
Janine Burgains, Asst. Principal   August 15, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By August 15, 2024, administration will develop a School-wide Attendance Plan and review the plan
at the Opening of School Meeting. As a result of participating in the overview of the School-wide
Attendance Plan, teachers will have a better understanding of their professional responsibility of
monitoring student attendance.

Action Step #2
Establish Weekly Attendance Review Committee Meetings

Person Monitoring: **By When/Frequency:**
Janine Burgains, Asst. Principal   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Starting the week of August 19, 2024, our school will conduct weekly Attendance Review Committee (ARC) Meetings to review attendance data, conduct parent conferences, complete paperwork to refer students and families for iAttend services, as well as secure community partnerships for attendance incentives. The outcome of conducting ARC Meetings, referring families for services, and implementing attendance incentives is an increase in student attendance and overall school attendance rates.

Action Step #3
Identifying the Needs of New Students

Person Monitoring:
Cathy M. Williams, Principal

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
August 26, 2024 - October 18, 2024, administration will conduct conferences with the parents of newly enrolled students, who have excessive absences and tardies. During the conference, administration will provide parents with an overview of the district's truancy program and the school's attendance plan.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Phillis Wheatley Elementary School' SIP can be reviewed on our school's webpage (https://api.dadeschools.net/schoolwebsite/#!/?schoolId=5931). In addition, it is discussed and reviewed at our monthly Educational Excellence School Advisory Council (EESAC) meetings, Annual Title I Parent Meeting, and Open House. At Monthly EESAC Meetings, the SIP is discussed and reviewed, along with the effectiveness of implementing the SIP's goals, strategies, and action steps. Copies of the SIP and budget are available in all three languages on the school's website, main office, and Parent Resource room.

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Phillis Wheatley Elementary School will conduct regular parent conferences, distribute monthly parent calendars, host parental workshops, as well as develop community partnerships that assist parents. Our school will also encourage all parents to participate in our monthly Educational Excellence School Advisory Council (EESAC) meetings.

Plans to Strengthen the Academic Program
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 II of the SIP. (ESEA Section 1114(b)(7)ii))

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

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

At Phillis Wheatley Elementary, our School Counselor and Mental Health Coordinator implement varies state and district student services programs and utilizing counseling strategies to address students' mental health, as well as improve students' skills outside the academic subject areas. These programs focus on Character Education, Bullying and Harassment Prevention Curriculum, Mentoring Services from community organizations and staff members, Individual & Group Counseling sessions, Student of the Month Celebrations, Attendance Incentives, and Suicide Prevention training for staff members.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

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

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Phillis Wheatley Elementary School is a "Positive Behavior Support" school. At the Opening of School sessions and throughout the school year, staff members receive training and information on the implementation of PBS. PBS focuses on creating a school environment that consist of effective disciplinary procedures that outline consequences and rewards for student behavior. Our school believes when staff members promote and model positive behaviors, students will develop the skills and behaviors needed to be successful learners. Also discussed at the Opening of School sessions and throughout the school year are disciplinary guidelines and procedures for identifying behavior concerns, early intervention strategies/services, and in-school services provided by the School

Counselor and Mental Health Coordinator to prevent and address behavior issues.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

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

Strategies to Assist Preschool Children

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

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

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

District, State, & Federal funds are being used to hire instructional staff, conduct staff development, and provide extended learning opportunities for students, purchase supplemental instructional materials instructional technology, mobile devices support services improve parental engagement to improve their school and enhance their ability to foster a positive learning environment.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Phillis Wheatley Elementary School has identified the following resources to address the needs of our school and students: Human Capacity Resources: Administration, Instructional Coaches, Classroom Teachers, Interventionists, and Curriculum Support Specialists, Instructional Resources: B.E.S.T., Core Subjects Curriculum, District Pacing Guides, Instructional Software, such as i-Ready, IXL Math, Image Learning, Discovery Education, Schoology, Essential Labs , and Gizmos,

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00