

Orange County Public Schools

Dr. Phillips High



2015-16 School Improvement Plan

Dr. Phillips High

6500 TURKEY LAKE RD, Orlando, FL 32819

www.ocps.net/lc/southwest/hdp

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	51%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

School personnel access demographic and academic data on classroom students through several data bases, including Performance Matters, Educational Warehouse, and the Student Management System. Using this information, as well as face to face dialogue, teachers build relationships with the students. Staff support athletes by being a panther "mom" & "dad" that also builds connections and relationships with students. Clubs and other school sponsored functions, such as theater, dance, chorus, orchestra, band, etc... are all supported by teachers in their attendance to such events. Furthermore, opportunities to build relationships with students take place through school sponsored trips such as with the Center of International Studies trips to other countries, theater magnet trips to various colleges across the United States, as well as all other school sponsored trips. All these events and functions build, maintain, and support higher motivation and increased academic achievement for our students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

First and foremost is to ensure that when students come to school they are provided a safe learning environment and are respected before, during, and after school. This is evident in various ways throughout the school day, as well as through communication home to parents.

Safe School Environment:

During the school day there are instructional support personnel assigned to specific supervision posts through the school. Supervision is provided before school, between classes, during lunch, and after school. The school has two security guards that supervise the two entry gates. Two additional security guards are assigned "roaming supervision" throughout the campuses between classes. One of the security guards is also assigned "roaming supervision" after school to supervise students who are on campus for extra-curricular activities. Instructional staff (teachers) are required to provide supervision at doorways between classes.

Support for students:

In addition, support systems are in place for students who may be in crisis, are homeless, or in need of other support systems. We provide support with our New Horizons counselor, SAFE Coordinator, Homeless Coordinator, Guidance Counselors, Inclusion Coach, Academic Dean, and counseling activities.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students are expected to be in class, on time, everyday, in appropriate dress code, and ready to learn. To support this mantra, teachers are to document the number of times students are tardy to class or out of dress code and refer students to the grade level dean for counseling/discipline. Progressive discipline plans are in place. Teachers are trained during pre-planning week on disciplinary procedures for students during the school year and updated at faculty meetings when necessary.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school has nine Guidance Counselors, a SAFE Coordinator, a New Horizons Counselor, McKinney-Vento (homeless) Coordinator, a Behavior Specialist to assist students with social emotional needs, and an Inclusion Coach that works with students who are receiving special educational services while receiving a standard diploma. Students are referred by instructional staff or by family members notifying the school of situations that may need attention/support by the school.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students who are absent 5 days or 10 or more days receive notification letters. A child study meeting is scheduled and students are referred to the social worker for investigation. The parents of students with one or more suspensions are notified by the discipline dean to work on a behavioral plan. After school tutoring is provided three times a week for students who may find themselves failing in Math or Language Arts. Level one reading students are scheduled in Intensive Reading classes.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	167	207	188	227	789
One or more suspensions	76	63	36	26	201
Course failure in ELA or Math	165	147	97	21	430
Level 1 on statewide assessment	160	153	58	11	382

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	89	89	57	32	267

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students with excessive absences meet with the school dean, social worker and parent in a "Child Study Team" meeting. A progress monitoring system is set up to assist with ensuring the student attends school regularly and academic success is maintained. Support includes things such as

attendance contract and/or a mentor that meets with the student/s weekly about grades and attendance. Students with academic difficulty are encouraged to attend free after school tutoring.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parents have many opportunities to be involved in the school. We have several booster clubs, e.g. sports, band, drama, school wide activities, Parent Teacher Student Association, Parent Leadership Council (ELL), and School Advisory Council. Our parent involvement is measured by the number of volunteer hours that are recorded in the district ADDitions data base. Parents are also kept abreast of school events through the weekly electronic Panther Post newsletter and the Connect Orange phone/email system. To monitor student academic progress, parents have access to their child's grades through the Progressbook program.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Dr. Phillips High School has many business partners through the Partners in Education program. Partners are contacted each school year to renew membership in the program. Partners assist the school with donations for recognition of students and faculty, as well as supporting our athletic and visual arts program by purchasing advertisements. Our partners also provide discounts on items for purchase for classroom use.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Knight, Suzanne	Principal
Bresk, Bridget	Assistant Principal
Dorsett, Alisa	Assistant Principal
Ralph, Doug	Assistant Principal
Magrino, John	Dean
Jackson, Jason	Dean
Bovbjerg, Zuleika	Instructional Coach
Black, Lakeitha	Assistant Principal
Morrow, Vanessa	Assistant Principal
Miller, John	Instructional Coach
Fleitas, Jorge	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school leadership team members consist of the principal, five assistant principals, three discipline deans, one dean of attendance, a curriculum resource teacher, and a reading coach. The team meets weekly to discuss academic/discipline needs.

The administrative team (principal, assistant principals and curriculum resource teacher) meets weekly to discuss teacher observations/evaluations as well as professional development needs of the staff. Each administrator (principal & assistant principal) is assigned one or more departments to supervise, assess, and monitor. In addition, the administrative team members monitor school magnet programs, data, and facility issues.

The Multi-Tiered System of Support (MTSS) team consists of instructional support coaches, administrators, teachers, and guidance counselors. The team meets weekly to discuss individual students' academic needs/support. Based on decisions of the committee, students are provided appropriate tiered academic support.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Based on school data showing areas of deficiency, school leadership hires personnel to lead programs specific for school improvement. The reading coach, curriculum leaders, and curriculum specialists facilitate programs with specific goals as related to increasing writing proficiency across all content areas.

The MTSS team meets weekly to discuss the requests of parents/teachers for individual students' needs and plan interventions and strategies. The MTSS Coordinator and Reading/Instructional Coach provide training and needs based tiered intervention support to all teachers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Barrington Maxwell	Teacher
Suzanne Knight	Principal
Henry Khoury	Parent
Phillip Khoury	Student
Curtis Hawkins	Parent
John Montgomery	Parent
Rita Cordones	Education Support Employee
Sandra Overstreet	Teacher
Teresa Ault	Teacher
Dolly Ramos	Business/Community
Kelli Houston	Parent
Barry Olsen	Parent
Deloris Patterson	Education Support Employee
John Jones	Parent
Elaine Thompson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Data is provided by the school for the School Advisory Council members to monitor the successes and weaknesses of school targets. Based on the three goals from last year, ELL and ESE data is unavailable at this point. However, Algebra 1 EOC data reflects a 13% increase from 37% to 50% of students scoring satisfactory or higher.

Development of this school improvement plan

The School Advisory Council (SAC) and School Improvement Plan committees reviewed data to monitor the progress of School Improvement Plan target areas. Based on previous year's data, the SAC selected two SMART goals for the school improvement plan. The School Advisory Council will determine, based on dialogue with administration, SAC members, and data provided, that the goals, strategies, and action plans meet the needs of the school.

Preparation of the school's annual budget and plan

The preliminary school budget from the district is given to the principal who shares with the School Advisory Council. The principal shares the needs of the students and the numbers of staff members necessary. The School Advisory Council members review the school budget each year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Advisory Council allocated \$12,000 to replace tables in the north campus cafeteria for the 2015-2016 school year. Funds were also provided to replace lanyard passes.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Miller, John	Instructional Coach
Bovbjerg, Zuleika	Instructional Coach
Dorsett, Alisa	Assistant Principal
Magrino, John	Dean
Rhae, Ramona	Instructional Media
Rue, Charlotte	Administrative Support
Knight, Suzanne	Principal

Duties

Describe how the LLT promotes literacy within the school

An intense focus on student achievement via literacy within all content areas including, but not limited to, school-wide literacy activities such as:

Author Visits

Reading class mentors

Book reviews

Florida Standards Assessment (FSA), and formative assessment data are routinely monitored by the faculty, LLT team, and Multi-Tiered System of Support (MTSS) team in order to identify those students in need of Tier II and Tier III support. Parent and teacher input is also sought to identify students in need of support.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Bi-monthly Wednesday afternoon planning time is set aside for specific collaborative planning and instruction. Teachers meet in Professional Learning Communities to discuss curriculum, plan common assessments and monitor student progress.

Faculty meetings are used to disseminate necessary district information, teacher recognition, student performance data, and staff development.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Dr. Phillips High School advertises staff openings through the Orange County Public School e-recruiting system. Administrators interview and select the best candidate for the opening matching certification to position. Once hired, new teachers to teaching are provided a mentor within their content area and meet monthly. For all teachers, in-house training sessions are provided by the Reading Coach, Testing Coordinator, Curriculum Resource Teacher, lead teachers/department chairpersons and/or administrators. Teachers are also sent to conferences/training within the district.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each new teacher attends Dr. Phillips High School New Teacher Orientation during the pre-planning week. Teachers are introduced to administrative staff, support staff, and their mentor. Each new teacher is paired with an experienced teacher of a similar content area who will help the new teacher learn the curriculum, scope and sequence, and other teaching best practices. The Curriculum Resource Teacher will meet with new teachers developing their Beginning Teacher Portfolio, Beginning Teacher Portfolio Year Two, monthly new teacher training, and Professional Development Certification Program for teachers who hold a temporary teaching certificate that are non-education majors. Teachers also have their content specific Professional Learning Community meetings.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Common Formative Assessment data is routinely monitored by the faculty and Multi-Tiered System of Support team in order to identify those students in need of Tier II and Tier III support. Parent and teacher input is also sought to identify students in need of support.

Data evaluated includes, but is not limited to, Florida Standards Assessment (FSA) scores, Comprehensive English Language Learning Assessment (CELLA) scores, diagnostic assessments, Lexiles, End Of Course scores (EOC), teacher common assessment performance, current grades, attendance, and discipline record.

The Multi-Tiered System of Support team recommends struggling students receive Tier II support initially. If the support is not effective in supporting student needs, Tier III support is provided. Student progress is reviewed bi-weekly for Tier II and weekly for Tier III support. Students who are below proficiency on FSA are provided an additional support class, such as Reading, to give students more time to attain proficiency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 7,200

Before and after school tutoring in core content areas and Advanced Placement classes.

Strategy Rationale

Students needing additional time to comprehend core content material have tutoring available. Tutoring allows for small group or one- on- one instruction that may not be available during the regular class period.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bresk, Bridget, bridget.bresk@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance is taken and student's level of participation is compared to student's success in class.

Strategy: Summer Program

Minutes added to school year: 8,400

Summer School
ACT Prep
PERT Prep

Strategy Rationale

Students that need grade forgiveness in a core content course are given the opportunity to retake the course.
ACT and PERT Prep classes help students prepare for the ACT and PERT exams.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bresk, Bridget, bridget.bresk@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance is taken and student's level of participation is compared to student's success in class.

Strategy: After School Program

Minutes added to school year: 2,400

Teachers meet weekly in professional learning communities to plan curriculum, develop common assessments, review /revise the instructional focus calendar, and discuss data results.

Strategy Rationale

Teacher collaboration provides sharing of best practices to aid in student learning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Knight, Suzanne, suzanne.knight@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Weekly minutes are collected.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Dr. Phillips High School provides two orientation sessions for students new to the school. There is a new student orientation offered the week prior to school starting in August. There is a new student orientation offered in May for all new incoming students including those within our middle school feeder patterns, magnet students, and students new to the area.

Guidance counselors meet with incoming students at feeder middle schools to introduce themselves to rising freshman, give an overview of high school, and talk about courses offered. Counselors meet with all grades within the first month of schools to talk about the current year, what is needed to remain in line for graduation, and talk about the grad plan. Counselors meet with juniors and seniors throughout the school year to update their graduation plans and provide information on college or post-secondary schools.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students meet several times each year with their guidance counselors to update their high school graduation plan. During the spring, counselors work with students in the selection process of classes to meet their 4 year plan, as well as post-high school plans. Throughout the year, the guidance department provides students the opportunity to meet with college recruiters from various colleges and universities. Groups like AVID, magnet programs, and High School Hi Tech provide field trips for students to visit local colleges and universities. Some students are involved in school to work programs such as Co-Op, where students earn high school credit credit while working. We also have a college and career center which provides students with information on potential colleges as well as scholarship opportunities.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students can take a variety of vocationally based classes that incorporate academic content with practical experiences. Dual enrollment classes at vocational centers, vocational classes at exceptional education centers, curriculum based instructional classes at local businesses, and vocational classes at the school site give students experiences to apply academics learned to future job experiences.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students are strongly encouraged to take rigorous classes that prepare them for college. We offer dual enrollment classes, Advanced Placement level courses, and a vocational/technical education program. All 9th through 11th grade students take the PSAT to prepare for the SAT. All students completing Algebra II are encouraged to take the College Placement test (PERT) for eligibility, college readiness, or college level classes.

School trend data shows an increase each year related to the classes offered as mentioned above. As a result, we continue to increase the number of graduates eligible for Bright Futures scholarships and an increased number of graduates completing at least one Advanced Placement, Advanced International Certificate of Education (AICE), or dual enrollment class.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students are placed into rigorous courses including Advanced Placement and dual enrollment classes based on AP Potential data, as well as student interest in the class. Trend data shows less students take post secondary remedial courses in Reading and Math. Increases in the number of graduates taking level 3 courses in math and science, plus Advanced Placement and dual enrollment courses, are attributed to using the AP Potential tool.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Dr. Phillips High School will utilize collaborative planning time in order to develop and implement various literacy strategies to increase writing and reading skills across all content areas. This goal focuses on OCPS District Division Priority #1: Accelerate Student Performance and District Division Priority #2: Invest in Human Capital.
- G2.** Dr. Phillips High School will implement rigorous, standards-based instruction by engaging students in higher-level thinking in all content areas in order to increase student achievement and authentic student engagement. This goal focuses on OCPS District Priority #1: Accelerate Student Performance and District Priority #2: Invest in Human Capital.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Dr. Phillips High School will utilize collaborative planning time in order to develop and implement various literacy strategies to increase writing and reading skills across all content areas. This goal focuses on OCPS District Division Priority #1: Accelerate Student Performance and District Division Priority #2: Invest in Human Capital. 1a

G072657

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	60.0
FSA English Language Arts - Achievement	60.0

Resources Available to Support the Goal 2

- Professional development for teachers in the ares of effective literacy strategies and writing strategies
- K-12 writing training through the district
- Opportunities for cross curricular collaboration

Targeted Barriers to Achieving the Goal 3

- Non ELA teachers lack an understanding of effective literacy strategies

Plan to Monitor Progress Toward G1. 8

The Admin Leadership team will conduct ongoing classroom observations and reviews student performance data and student work to determine whether teachers are making progress in delivery of effective writing and literacy strategies.

Person Responsible

Suzanne Knight

Schedule

Quarterly, from 11/1/2015 to 3/31/2016

Evidence of Completion

Evidence will be observed through classroom walkthrough data / classroom observation data, student works and/or performance data reflecting growth in use of writing and reading.

G2. Dr. Phillips High School will implement rigorous, standards-based instruction by engaging students in higher-level thinking in all content areas in order to increase student achievement and authentic student engagement. This goal focuses on OCPS District Priority #1: Accelerate Student Performance and District Priority #2: Invest in Human Capital. **1a**

 G072658

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0
AMO Reading - All Students	
Algebra I EOC Pass Rate	50.0
Bio I EOC Pass	80.0
U.S. History EOC Pass	70.0

Resources Available to Support the Goal **2**

- Effective Educators website
- Becoming a Reflective Teacher: resource book
- Examining Similarities and Differences: resource book
- Professional development for teachers
- Reading Coach, CRT, Curriculum Leaders

Targeted Barriers to Achieving the Goal **3**

- Teachers lack an understanding of the Marzano Instructional Framework and effective use of those strategies.

Plan to Monitor Progress Toward G2. **8**

The administration will conduct classroom visits/evaluations that show teachers are in the "applying" category for implementing standards based instruction. Implementation of standards based instruction should also be reflected with increased student achievement shown on benchmark results, EOC exams, and state assessments.

Person Responsible

Suzanne Knight

Schedule

Monthly, from 9/1/2015 to 4/29/2016

Evidence of Completion

The results will show increased student achievement in proficiency and/or mastery of the standard from common formative assessments, EOC exam, and state assessment results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Dr. Phillips High School will utilize collaborative planning time in order to develop and implement various literacy strategies to increase writing and reading skills across all content areas. This goal focuses on OCPS District Division Priority #1: Accelerate Student Performance and District Division Priority #2: Invest in Human Capital. **1**

 G072657

G1.B2 Non ELA teachers lack an understanding of effective literacy strategies **2**

 B189593

G1.B2.S1 Teachers from various content areas will attend district training on the K-12 writing process and literacy strategies. The teachers will facilitate professional development for select content areas on literacy and writing strategies. **4**

 S200930

Strategy Rationale

Teachers in all content areas need to be able to incorporate the writing process and literacy strategies within their instruction.

Action Step 1 **5**

Select teachers from various content areas will attend the K-12 Writing process training.

Person Responsible

Zuleika Bovbjerg

Schedule

On 9/10/2015

Evidence of Completion

Evidence will be documented by attendance at K-12 Writing training.

Action Step 2 5

Teachers who attended the training will collaborate to create a professional development for the rest of the faculty.

Person Responsible

Zuleika Bovbjerg

Schedule

On 9/16/2015

Evidence of Completion

Teachers will create a presentation for professional development and evidence will be documented by sign - in sheet.

Action Step 3 5

Professional development will be conducted by teachers who attended the writing training on how to incorporate writing (a literacy strategy) within all content areas.

Person Responsible

Zuleika Bovbjerg

Schedule

On 10/28/2015

Evidence of Completion

Evidenced through classroom observation tool, PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Data will be collected from the common formative assessments from the core content areas within performance matters. Data for elective classes for the common formative writing assessments will be uploaded into the PLC electronic folders.

Person Responsible

Zuleika Bovbjerg

Schedule

Quarterly, from 11/1/2015 to 3/31/2016

Evidence of Completion

Evidence will be from data chats, PLC minutes, formative assessments uploaded into the electronic PLC folder, lesson plan reviews, and classroom observations.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The Admin Leadership team will attend PLC's (common planning), reviews lesson plans, student performance data, and conduct ongoing classroom observations to determine whether teachers' use of the literacy strategies are being effectively implemented. Data chats will be used to monitor for effectiveness and implementation of common formative assessments.

Person Responsible

Zuleika Bovbjerg

Schedule

Quarterly, from 11/1/2015 to 3/31/2016


Evidence of Completion

Evidence will be found with classroom walk-through data / classroom observation data, student works and/or performance data reflecting growth in mastery of writing and reading skills, data from data chats, and common formative assessments data.

G2. Dr. Phillips High School will implement rigorous, standards-based instruction by engaging students in higher-level thinking in all content areas in order to increase student achievement and authentic student engagement. This goal focuses on OCPS District Priority #1: Accelerate Student Performance and District Priority #2: Invest in Human Capital. **1**

 G072658

G2.B1 Teachers lack an understanding of the Marzano Instructional Framework and effective use of those strategies. **2**

 B189595

G2.B1.S1 Teachers will receive professional development training on student engagement strategies using the Marzano framework **4**

 S200931

Strategy Rationale

Based on the work of Marzano, ensuring that more than 51% of students are cognitively engaged and monitored for the desired effect has been proven with research as a best practice to increase student achievement.

Action Step 1 **5**

Teachers will receive professional development from the CRT and/or district instructional support on how to implement and use effective student engagement strategies.

Person Responsible

Zuleika Bovbjerg

Schedule

Monthly, from 11/1/2015 to 4/30/2016

Evidence of Completion

Evidence will be collected through data provided from the instructional framework, PLC minutes, data collected by common assessments, EOC exams, and state assessments.

Action Step 2 5

The CRT will provide coaching and modeling to support teachers in the delivery in the effective student engagement strategies i.e. instructional rounds.

Person Responsible

Zuleika Bovbjerg

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

Evidence will be collected through data provided from the instructional framework, data collected by common formative assessments, EOC exams, and state assessments.

Action Step 3 5

Curriculum leaders will create and provide professional development on implementing effective DQ2 or DQ3 strategies into the classroom within their own departments.

Person Responsible

Zuleika Bovbjerg

Schedule

On 11/18/2015

Evidence of Completion

Evidence will be collected through data provided from the instructional framework, data collected by common formative assessments, EOC exams, and state assessments.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The administration will monitor teachers utilizing engagement strategies at the applying level in the classroom. The data will be used from effective educators (iObservation).

Person Responsible

Suzanne Knight

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

The evidence will be teachers utilizing engagement strategies at the applying level in the classroom, increased student achievement that is evidenced by data from common formative assessments, EOC exams, and state assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data will be collected via iObservation to determine if teachers are utilizing student engagement strategies correctly and effectively at the applying level.

Person Responsible

Zuleika Bovbjerg

Schedule

Biweekly, from 9/1/2015 to 4/29/2016

Evidence of Completion

Evidence of success will include increased use of effective student engagement strategies at the applying level, data provided from the instructional framework, data collected by common formative assessments, EOC exams, and state assessments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Select teachers from various content areas will attend the K-12 Writing process training.	Bovbjerg, Zuleika	8/25/2015	Evidence will be documented by attendance at K-12 Writing training.	9/10/2015 one-time
G2.B1.S1.A1	Teachers will receive professional development from the CRT and/or district instructional support on how to implement and use effective student engagement strategies.	Bovbjerg, Zuleika	11/1/2015	Evidence will be collected through data provided from the instructional framework, PLC minutes, data collected by common assessments, EOC exams, and state assessments.	4/30/2016 monthly
G1.B2.S1.A2	Teachers who attended the training will collaborate to create a professional development for the rest of the faculty.	Bovbjerg, Zuleika	9/16/2015	Teachers will create a presentation for professional development and evidence will be documented by sign - in sheet.	9/16/2015 one-time
G2.B1.S1.A2	The CRT will provide coaching and modeling to support teachers in the delivery in the effective student engagement strategies i.e. instructional rounds.	Bovbjerg, Zuleika	9/1/2015	Evidence will be collected through data provided from the instructional framework, data collected by common formative assessments, EOC exams, and state assessments.	4/30/2016 monthly
G1.B2.S1.A3	Professional development will be conducted by teachers who attended the writing training on how to incorporate writing (a literacy strategy) within all content areas.	Bovbjerg, Zuleika	10/28/2015	Evidenced through classroom observation tool, PLC minutes	10/28/2015 one-time
G2.B1.S1.A3	Curriculum leaders will create and provide professional development on implementing effective DQ2 or DQ3 strategies into the classroom within their own departments.	Bovbjerg, Zuleika	11/18/2015	Evidence will be collected through data provided from the instructional framework, data collected by common formative assessments, EOC exams, and state assessments.	11/18/2015 one-time
G1.MA1	The Admin Leadership team will conduct ongoing classroom observations and reviews student performance data and student work to determine whether teachers are making progress in delivery of effective writing and literacy strategies.	Knight, Suzanne	11/1/2015	Evidence will be observed through classroom walkthrough data / classroom observation data, student works and/or performance data reflecting growth in use of writing and reading.	3/31/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	The Admin Leadership team will attend PLC's (common planning), reviews lesson plans, student performance data, and conduct ongoing classroom observations to determine whether teachers' use of the literacy strategies are being effectively implemented. Data chats will be used to monitor for effectiveness and implementation of common formative assessments.	Bovbjerg, Zuleika	11/1/2015	Evidence will be found with classroom walk-through data / classroom observation data, student works and/or performance data reflecting growth in mastery of writing and reading skills, data from data chats, and common formative assessments data.	3/31/2016 quarterly
G1.B2.S1.MA1	Data will be collected from the common formative assessments from the core content areas within performance matters. Data for elective classes for the common formative writing assessments will be uploaded into the PLC electronic folders.	Bovbjerg, Zuleika	11/1/2015	Evidence will be from data chats, PLC minutes, formative assessments uploaded into the electronic PLC folder, lesson plan reviews, and classroom observations.	3/31/2016 quarterly
G2.MA1	The administration will conduct classroom visits/evaluations that show teachers are in the "applying" category for implementing standards based instruction. Implementation of standards based instruction should also be reflected with increased student achievement shown on benchmark results, EOC exams, and state assessments.	Knight, Suzanne	9/1/2015	The results will show increased student achievement in proficiency and/or mastery of the standard from common formative assessments, EOC exam, and state assessment results	4/29/2016 monthly
G2.B1.S1.MA1	Data will be collected via iObservation to determine if teachers are utilizing student engagement strategies correctly and effectively at the applying level.	Bovbjerg, Zuleika	9/1/2015	Evidence of success will include increased use of effective student engagement strategies at the applying level, data provided from the instructional framework, data collected by common formative assessments, EOC exams, and state assessments.	4/29/2016 biweekly
G2.B1.S1.MA1	The administration will monitor teachers utilizing engagement strategies at the applying level in the classroom. The data will be used from effective educators (iObservation).	Knight, Suzanne	9/1/2015	The evidence will be teachers utilizing engagement strategies at the applying level in the classroom, increased student achievement that is evidenced by data from common formative assessments, EOC exams, and state assessments.	4/30/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Dr. Phillips High School will utilize collaborative planning time in order to develop and implement various literacy strategies to increase writing and reading skills across all content areas. This goal focuses on OCPS District Division Priority #1: Accelerate Student Performance and District Division Priority #2: Invest in Human Capital.

G1.B2 Non ELA teachers lack an understanding of effective literacy strategies

G1.B2.S1 Teachers from various content areas will attend district training on the K-12 writing process and literacy strategies. The teachers will facilitate professional development for select content areas on literacy and writing strategies.

PD Opportunity 1

Select teachers from various content areas will attend the K-12 Writing process training.

Facilitator

District Personnel

Participants

selected teachers

Schedule

On 9/10/2015

PD Opportunity 2

Teachers who attended the training will collaborate to create a professional development for the rest of the faculty.

Facilitator

CRT and teachers who attended K-12 Writing training

Participants

Faculty

Schedule

On 9/16/2015

G2. Dr. Phillips High School will implement rigorous, standards-based instruction by engaging students in higher-level thinking in all content areas in order to increase student achievement and authentic student engagement. This goal focuses on OCPS District Priority #1: Accelerate Student Performance and District Priority #2: Invest in Human Capital.

G2.B1 Teachers lack an understanding of the Marzano Instructional Framework and effective use of those strategies.

G2.B1.S1 Teachers will receive professional development training on student engagement strategies using the Marzano framework

PD Opportunity 1

Teachers will receive professional development from the CRT and/or district instructional support on how to implement and use effective student engagement strategies.

Facilitator

Curriculum Resource Teacher

Participants

Faculty

Schedule

Monthly, from 11/1/2015 to 4/30/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B2.S1.A1	Select teachers from various content areas will attend the K-12 Writing process training.				\$0.00
2	G1.B2.S1.A2	Teachers who attended the training will collaborate to create a professional development for the rest of the faculty.				\$0.00
3	G1.B2.S1.A3	Professional development will be conducted by teachers who attended the writing training on how to incorporate writing (a literacy strategy) within all content areas.				\$0.00
4	G2.B1.S1.A1	Teachers will receive professional development from the CRT and/or district instructional support on how to implement and use effective student engagement strategies.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0931 - Dr. Phillips High	General Fund		\$1,000.00
			<i>Notes: Provide materials as needed for professional development</i>			
5	G2.B1.S1.A2	The CRT will provide coaching and modeling to support teachers in the delivery in the effective student engagement strategies i.e. instructional rounds.				\$0.00
6	G2.B1.S1.A3	Curriculum leaders will create and provide professional development on implementing effective DQ2 or DQ3 strategies into the classroom within their own departments.				\$0.00
					Total:	\$1,000.00