Dr. Phillips Elementary

2015-16 School Improvement Plan

Dr. Phillips Elementary

6909 DR PHILLIPS BLVD, Orlando, FL 32819

www.ocps.net/lc/southwest/edp

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	38%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	47%

School Grades History

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

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

Dr. Phillips Elementary is fortunate to serve a diverse student population representing 25 different languages and many nationalities. There are multiple opportunities for teachers to interact with parents during school events and activities in order to maintain strong relationships and gain insight about students' cultures and backgrounds. The Multi-Lingual Parent Leadership Council meets a minimum of four times a year to discuss and plan activities to address the needs of our English Language Learners (ELL).

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

A character education program is in place at Dr. Phillips Elementary guiding students to use appropriate behavior and encouraging students to treat others in a respectful manner. Each month a character trait is highlighted on the morning announcements. The trait is reinforced with short lessons offered by the guidance counselor. Each team recognizes one to three students at the end of the month (Student of the Month) who has demonstrated the character trait for the month. Additional "Eagle Awards" and Quarterly Honor Roll certificates are awarded to recognize those students who are moving forward in a positive academic and social direction. The Leadership Team also holds quarterly student chats to discuss the Orange County Public Schools (OCPS) Code of Student Conduct.
To ensure safety, staff members are on duty before and after school while students are on school campus. In the morning students are supervised in hallways outside of each classroom prior to the bell ringing. Students walk in pairs when leaving the classroom to go to another location such as the media center or clinic. Teachers actively supervise students at all times.

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

The Behavior Leadership Team initiated a Positive Behavior Support (PBS) initiative at Dr. Phillips Elementary that is reviewed and supported through the MTSS process. The team developed school-wide school rules, procedures, expectations and positive recognition. This team, composed of teachers and leadership team members, who meet on a monthly basis to address issues that arise, maintain order and create a safe working and learning environment. The team has also developed methods for positive recognition to reinforce adherence to school-wide rules and procedures. School and classroom routines and procedures are addressed in class by the teachers. Behavior and

discipline data are analyzed to determine data trends (areas, time of day, grade level) and to identify areas of opportunity that should be reviewed school-wide.

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

Students who exhibit signs of social-emotional stress and/or behavioral concerns are referred to the school Guidance Counselor and Behavior Specialist for counseling and support. The students' needs are met through behavior plans and supports, social-skills lessons and positive behavioral reinforcements. Students' needs are monitored bi-monthly through the MTSS academic and behavior model to ensure student success. The Guidance Counselor provides parents with contacts for counseling resources outside of the school if additional assistance is needed to support the school and/or in the home environment.

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

Dr. Phillips Elementary uses the Multi-Tiered System of Support (MTSS) process to ensure students' academic and behavioral needs are being met. The team meets regularly to discuss and track early warning indicators for our tier 2 and 3 students.
The early warning indicators include:
1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension - Attendance trends are monitored by the Registrar and the Guidance Counselor on a regular basis. When a student has reached ten days of excused and/or unexcused absences, an attendance meeting is scheduled with the student and the parent.
2. One or more suspensions, whether in school or out of school - Discipline data, including in and out-of-school suspensions, is monitored on a monthly basis by the Leadership Team. Alternatives to suspension are discussed and utilized when possible.
3. Course failure in English Language Arts (ELA) or Mathematics - Students who are not performing on grade level are monitored by teachers and the Leadership Team. Students are regularly monitored and assigned for intervention time. The groups are adjusted when needed.
4. A Level 1 score on the state-wide, standardized assessments in English Language Arts (ELA) or Mathematics - Students who have scored a Level 1 are escalated in the Multi-Tiered System of Supports (MTSS) process, provided priority status for additional supports both during and after the school day and their progress is closely monitored by teachers and the Leadership Team.

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
	K	1	2	3	4	5	
Attendance below 90 percent	15	3	7	5	12	10	52
One or more suspensions	1	1	0	2	1	1	6
Course failure in ELA or Math	19	13	15	30	25	23	125
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	6	2	2	2	3	5	20

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

The students who are identified by the early warning system are provided interventions to help improve their academic performance. For students who struggle with attendance, intervention meetings are held with the parents and an administrator to discuss and determine strategies to improve attendance rates. The parents and the student sign a contract agreeing to these strategies. Students who are not performing at grade level as indicated by English Language Arts (ELA) and Math state/school assessments are offered school-support opportunities to provide additional support including increased small group time in class, focused intervention time to address skill deficiency, and an after-school tutoring program. Students who have more than one suspension are put on an individualized behavior plan that addresses the concern and data is monitored for improvement.

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

Dr. Phillips Elementary is fortunate to have a high level of family involvement with our PTA, during evening events, and with volunteers during the school day. The goal is to have 90% of parents involved in their children's education as indicated by the participation or attendance logs. To achieve this goal, targeted efforts for increased communication will be implemented including email newsletters to all parents from the Principal, regular team email communication from each classroom teacher, Connect Orange phone calls for important events or information, fliers sent home with students, use of the school marquee, a school Facebook page, parent conference nights and parent focus groups for discussing issues. The school will provide additional communication for our parents for whom English is a second language to increase involvement in the Parent Teacher Association (PTA), School Advisory Committee (SAC), and Multi-Lingual Parent Leadership Council. In addition, increased efforts to communicate awareness of student supports including the MTSS and ESE process.

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

Our Partners in Education program, led by Denise Hartman, is excited to be partnering with numerous supportive community members this school year. The Partners in Education Program is utilized to establish and maintain relationships with local businesses and community members. Mutual support is provided and the school is able to expand its resources to better serve the students and staff. Once

partnerships are established, businesses are invited to community events and are able to volunteer and or donate resources to the school. These could include Teach-In, Curriculum Nights or volunteering in classrooms to work with students. Through the program, the school is able to successfully offer additional resources to parents in efforts to increase student achievement. Each year, partnerships are discussed and renewed.

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
Smid, Tiffany	Principal
Richardson, Barry	Assistant Principal
Austing, Andrea	Instructional Coach
Quinn, Tammy	Instructional Coach
Fields, Margaret	Guidance Counselor

Duties

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

Tiffany Smid (Principal):
-Provides a common vision for the use of data-based decision-making
-Ensures school resources, including but not limited to, budget, personnel, materials and supplies are maximized to achieve school improvement goals
-Ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS) and addressing goals and targets in the School Improvement Plan (SIP)
-Ensures implementation of intervention support and documentation
-Ensures adequate professional development to support teacher growth
-Meets weekly in Professional Learning Communities to support teachers with planning classroom instruction, creating common assessments and analyzing student data
-Designates members of the Leadership Team roles and responsibilities, meeting weekly with the Leadership Team for collaboration primarily focusing on instruction
-Conducts daily classroom observations and provides actionable feedback to teachers
Barry Richardson (Assistant Principal):
-Ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS) and addressing goals and targets in the School Improvement Plan (SIP)
-Conducts assessment of Multi-Tiered System of Supports (MTSS) skills of school staff
-Ensures implementation of intervention support and documentation
-Ensures adequate professional development to support Multi-Tiered System of Supports (MTSS) implementation
-Communicates with parents regarding school based Multi-Tiered System of Supports (MTSS) plans and activities
-Meets weekly in Professional Learning Communities to support teachers with planning classroom instruction, creating common assessments and analyzing student data
Andrea Austing (Curriculum Resource Teacher, CRT):
-Develops documents necessary to manage and display data that addresses goals and targets identified in the School Improvement Plan (SIP)

-Provides professional development to teachers and staff regarding planning effective instruction, writing common assessments, and reviewing student data to make instructional shifts
-Facilitates all district and state assessments
-Collaborates with staff to ensure student needs are met and School Improvement Plan (SIP) goals are addressed
-Provides guidance with K-12 ELA Plan
-Provides guidance with K-12 Math Plan
-Facilitates and supports data collection activities
-Conducts daily classroom observations and provides actionable feedback to teachers
Tammy Quinn (Staffing Specialist/MTSS Coach/Curriculum Compliance Teacher (CCT):
-Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the School Improvement Plan (SIP)
-Collaborates with staff to ensure student needs are met and School Improvement Plan (SIP) goals are addressed
-Facilitates the ESE process, communicating with teachers and parents
-Facilitates and supports data collection activities
-Assists in data analysis
-Supports ELL students with assessments and strategies for ELL assistance and compliance
Margaret Field (Guidance & Staffing Specialist):
-Provides support for healthy emotional and social development strategies and programs
-Facilitates the ESE process, communicating with teachers and parents
-Facilitates and supports data collection activities
-Assists in data analysis
-Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the School Improvement Plan (SIP)
-Collaborates with staff to ensure student needs are met and School Improvement Plan (SIP) goals are addressed
The Multi-Tiered System of Supports (MTSS) Leadership Team will attend Professional Learning Communities (PLC) and data meetings as assigned. Members are responsible for understanding the curriculum at each grade level as well as their Tier II and Tier III intervention needs. Members will use data from Performance Matters to review all assessment data and keep abreast of grade-level data and student needs.

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

Multi-Tiered System of Supports (MTSS) Leadership Team meets with teachers regularly to analyze and interpret student assessment data. Those students who are below grade level are given additional 30 minutes intensive intervention daily. Teachers will be responsible for ongoing progress monitoring. Progress will be tracked and graphed to ensure appropriate interventions are successful. When needed, strategies and interventions will be monitored and adjusted. The Multi-Tiered System of Supports (MTSS) Leadership Team is instrumental in the implementation of the school improvement goals by providing assistance in the understanding and implementation of the problem solving process.
Title III funds are used to provide support for our English Language Learner (ELL) population. Support is offered to our Kindergarten - Fifth Grade English Language Learners (ELL) to provide reinforcement of skills taught in the classroom.
The Homeless Education program, provided through the McKinney-Vento Act, allows for services to students if they are classified as homeless. When parents register, they complete the Orange County Public School Housing questionnaire. The school guidance counselor is the contact for the program

and ensures parents are aware of the services available to the family. The District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) funds are used to provide support for our lowest 25%. In-school tutoring is offered to our third, fourth and fifth grade students who are performing below grade level to provide reinforcement of skills taught in the classroom.

Dr. Phillips Elementary School has implemented a Student-of-the-Month program. Classroom teachers and support staff teach the monthly character traits. The Guidance Counselor and the Varying Exceptionalities Resource Teacher teach social skills groups for targeted students. The School Resource Officer teaches the MAGIC Program to our fifth grade students.

Dr. Phillips Elementary School offers breakfast and lunch programs that are in compliance with the USDA Breakfast and Lunch program. Nutrition and Health lessons are taught at Dr. Phillips Elementary School and activities are coordinated through our Wellness Team.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tiffany Smid	Principal
Donna Justice	Education Support Employee
Ann Moy	Teacher
Jad Denmark	Parent
Yvette Gonzalez	Teacher
Charisma Marin	Parent
Betsy Clements	Parent
Wendy Stringer	Parent
Kristen Bagley	Parent
	Student

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

The School Advisory Council (SAC) met monthly in the previous school year to review and discuss progress towards achieving the school improvement goals. Throughout the school year, the committee reviewed goals to make adjustments and recommendations.

The Leadership Team reviewed the School Improvement Plan (SIP) and the Annual Measurable Objectives (AMO) over the summer and shared them with all staff members during pre-planning and beginning-of-the-year staff meetings.

Development of this school improvement plan

The 2015-16 School Advisory Committee reviewed the School Improvement plan and discussed the goals. The goals were developed through staff collaboration and a review of school-wide summative assessment data. Parent, student and staff surveys were reviewed and used to develop the school improvement plan.

The School Advisory Council (SAC) will review relevant data, identify problem areas and develop

improvement strategies. The SAC members agree to adopt the plan and submit it as a draft. Additionally, SAC receives funds to be used at the discretion of the committee. A portion of the money should be used for implementing the School Improvement Plan (SIP). The improvement plan shall include performance indicators which are measurable.

Preparation of the school's annual budget and plan

The general budget and specifically the funds to which School Advisory Council (SAC) gives input are reviewed with School Advisory Council (SAC) throughout the school year.

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

School Advisory Council (SAC) funds will be used for the students. Previously we have used the funds to host a curriculum night and for student materials for the classroom.
Science Curriculum Night - $962
Time Magazine - $604.02
Scholastic Dictionaries - $1220.34

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
Smid, Tiffany	Principal
Richardson, Barry	Assistant Principal
Austing, Andrea	Instructional Coach
Quinn, Tammy	Instructional Coach
Mathis, Jennifer	Instructional Technology

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team (LLT) this year will be implementing core Reading instruction with fidelity, ensuring students have access to a variety of text and opportunities for close read activities that are aligned with the Florida Standards. Teachers infuse writing standards across all content areas. In addition, the LLT will support teachers with the use of the i-Ready assessments and tools to target instruction to each student's needs. Accelerated Reader (AR) is also heavily used throughout the school to promote literacy. Students are given incentives for their active participation with AR. The LLT encourages family and community involvement through various activities including academic events held in the evenings.
The LLT will meet regularly throughout the year to discuss, share and plan initiatives based on student data and observation. The LLT will:
-Offer PD on instructional strategies to support literacy
-Analyze data for instructional decision-making
-Assist teachers in differentiating learning
-Observe and provide feedback to teachers

-Highlight and offer appropriate resources to embed literacy within content areas
-Facilitate professional learning opportunities to improve literacy achievement
-Ensure implementation of Florida Standards (FS)

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 progress monitoring meetings will be held with the Leadership Team in Room 214 which is referred to as the "Eagles Nest." During these meetings, the Leadership Team and teachers will review data and discuss academic concerns. Intervention/enrichment student groups will be based on the data which will guide instructional shifts discussed at these meetings. Teachers are expected to communicate data outcomes to students and parents after progress monitoring and/or parent teacher conferences.
-1st and 3rd Wednesday of every Month = Kindergarten, First, Second Grade and Exceptional Student Education (ESE)
-2nd and 4th Wednesday of every Month = Third, Fourth, Fifth and Special Areas
Each Tuesday, teachers will meet in the Professional Learning Communities (PLC) to deconstruct the Florida Standards for English Language Arts (ELA) instruction. Administration will be present during these meetings to provide assistance and guidance. During the PLC meetings, a DPES collaboration form is completed and uploaded to the School Collaboration/SharePoint Website.
Each Thursday, teachers will meet to have common planning to focus on data analysis and core subjects including ELA, Math, Science and Social Studies. A Leadership Team member will be present during these meetings. Time is dedicated each week to common planning where teachers are encouraged to plan together with their team to address the most effective way to address the Florida Standards in each subject area. Teachers are also given the opportunity to observe their peers during instruction in order to gain insight regarding new strategies that address unique student needs.

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

The Orange County Public Schools (OCPS) E-Recruiting system is utilized to seek out highly qualified candidates and all instructional applicant resumes are reviewed. Verbal references are obtained to ensure candidates are highly qualified.
The strategies we use to recruit and retain highly-qualified, effective teachers to our school include the following:
-Orange County Public Schools Recruitment Fair
-Hire highly-qualified candidates who demonstrate ability to raise student achievement
-Structured mentoring program including bi-weekly professional development to meet the specific needs of new teachers
-Ongoing professional development on Florida Standards and the Marzano Framework
-Collaborative planning
-Immediate and relevant feedback to teachers on instructional practices through the use of iObservation which is based on the Marzano Framework
In addition, the current partnership with the University of Central Florida provides the opportunity to aid in the development of future highly-qualified educators. The Principal, Assistant Principal and Curriculum Resource Teacher (CRT) are responsible for recruitment and retention of teachers.

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

Beginning teachers are paired with veteran teachers who are teaching on the same grade level. The veteran teacher will mentor the new teacher throughout the year. Both the veteran and new teacher will

participate in weekly meetings to discuss lesson planning, classroom management, effective teaching strategies and effective communication skills. There will be monthly meetings for new teachers that are conducted by the Curriculum Resource Teacher (CRT) to ensure beginning teachers are progressing and are equipped with what they need in order to be successful. The monthly meetings focus on planning, teacher observations, school initiatives, procedures and professional development.

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 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. The main purpose of our Professional Learning Communities (PLC's), held two days a week, is to plan for alignment of instruction and resources to support Florida standards.

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

School data is analyzed on a regular basis to ensure that all students are continually progressing academically. Every student receives Tier I instruction and students who have been identified through data analysis as having difficulty attaining proficiency also receive Tier II instruction that is targeted to meet their unique instructional needs. Tier II instruction is provided in a smaller setting and students who need more intensive interventions receive Tier III instruction in addition to Tier I and Tier II. Tier II and Tier III intervention materials are approved interventions in the K-12 Reading Plan. Students who are struggling, as identified through data analysis, are also offered additional support where they will receive small group instruction in specific areas of deficiency.
Teachers differentiate Reading instruction during the 90 minute Reading block (guided Reading differentiated centers), RICE block (Reading Intervention Centers Enrichment) and MICE block (Mathematics Intervention Centers Enrichment). Teachers meet twice each week (Tuesday-Professional Learning Communities & Thursday-Common Planning) with a leadership team member present to plan for instruction and discuss progress monitoring data for both core and Tiered instruction. In addition, the Leadership Team periodically meets with teachers individually, to discuss each student. These discussions analyze students' individual needs and monitors progress toward mastery of the Florida Standards as well as how the tiered instructional placement is impacting overall learning gains.
Teachers are required to use the District Scope and Sequence and Measurement Topic Plans (MTPs) that are posted on Instructional Management System (IMS) to ensure they are following the District plan. The time dedicated for common planning is focused on deconstructing the Florida Standard, creating learning targets for a performance scale and developing appropriate activities that align. The learning goals and performance scales, aligned to the Florida Standards, are posted in each classroom for the core subject areas. Lesson plans are checked by the Leadership Team. Observations are conducted regularly by the Leadership Team to ensure that instruction is aligned to the Florida Standards.
Our school strives to meet the needs of all learners as demonstrated by the diverse Exceptional Student Education (ESE) programs offered at the school. DPES has 4 half-day varying

exceptionalities preschool classes, a resource program for students with Individualized Education Plans (IEPs), two classes for students with emotional/behavioral needs (EBD Units), and 8 classes (2nd through 5th grade) for students identified as gifted.

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: 1,460

Teams will identify students who are performing below expectations based on ongoing formative assessments and i-Ready assessment data. These students will be invited to attend an after-school program, two days a week, that will target deficiencies with foundational reading skills.

Strategy Rationale

Additional time will support the teaching and learning of explicit skills that individual students are lacking with the goal of increasing reading proficiency and academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Austing, Andrea , 31319@ocps.net

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

Administration will review all baseline and final assessment data for program participants. Ongoing monitoring will determine shifts of instruction.

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

Children ready to enter Kindergarten are invited to attend yearly summer registration and our Kindergarten orientation. Parents are encouraged to enroll students early to begin the transition process. All Kindergarten students at Dr. Phillips Elementary School are assessed in Kindergarten in order to determine individual and group needs and to assist in the development of robust instructional/ intervention programs. All students are assessed within the areas of basic skills/school readiness, oral language/syntax, print/letter knowledge, and phonological awareness/processing. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by the screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, modeling and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine learning gains, necessary changes to instruction and intervention programs.

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

Dr. Phillips Elementary participates in Teach-In every year to expose students to a variety of career opportunities. All classes participate in Teach-In. Approximately 50 sessions presented by many professionals are scheduled. Sessions have included information about being a doctor, a photographer, a model, a wedding planner, a physical fitness trainer, a yoga instructor, a scientist, a computer programmer, an engineer, a chef, a theme park employee, a financial adviser and many other professions.

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

n/a

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

n/a

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

n/a

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. Student achievement will increase through the delivery of rigorous, standards-based instruction in every classroom for all core subjects.

G2. Teachers will plan collaboratively to create effective standards-based lessons and common formative assessments.

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. Student achievement will increase through the delivery of rigorous, standards-based instruction in every classroom for all core subjects. 1a

G072692

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	66.0
ELA/Reading Lowest 25% Gains	76.0

Resources Available to Support the Goal 2

- Florida Standards, Test Item Specifications, Instructional Focus Calendars, Journeys, Fusion, Go Math, Core Connections Writing, OCPS Essential Labs, CPALMS, Think Central, iReady, school based identified supplemental instructional resources, district Measurement Topic Plans (MTPs), Learning Sciences Resources.

Targeted Barriers to Achieving the Goal 3

- Teachers have misconceptions about rigorous, standards-based instruction that affect delivery.

Plan to Monitor Progress Toward G1. 8

Administration will analyze lesson plans, anecdotal notes from collaborative planning, iObservation, common formative assessment and iReady data to determine if the implementation of the delivery of standards-based instruction is being delivered with fidelity increasing student achievement.

Person Responsible
Barry Richardson

Schedule
Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion
Agenda's, meeting minutes, iObservation and student data binders

G2. Teachers will plan collaboratively to create effective standards-based lessons and common formative assessments. 1a

🔍 G072693

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	66.0
ELA/Reading Lowest 25% Gains	76.0

Resources Available to Support the Goal 2

- Florida Standards, Test Item Specifications, Instructional Focus Calendars, Journeys, Fusion, Go Math, Core Connections Writing, OCPS Essential Labs, CPALMS, Think Central, iStation, school-based identified supplemental instructional resources.

Targeted Barriers to Achieving the Goal 3

- Teachers lack the training and knowledge on creating standards-based formative assessments.

- A formalized structure to facilitate collaborative planning is not in place.

Plan to Monitor Progress Toward G2. 8

Administration will analyze iObservation, lesson plans, common formative assessment data, Measures of Academic Process (MAP), and iReady to determine student growth as a result of collaborative planning.

Person Responsible

Tiffany Smid

Schedule

Weekly, from 9/29/2014 to 6/3/2016

Evidence of Completion

Student achievement data, data binders, administration agendas, iObservation data and lesson plans.

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. Student achievement will increase through the delivery of rigorous, standards-based instruction in every classroom for all core subjects. 1

🔍 G072692

G1.B1 Teachers have misconceptions about rigorous, standards-based instruction that affect delivery. 2

🔍 B189671

G1.B1.S1 Administration will provide specific, targeted professional development to teacher teams during common planning time on Wednesday afternoons and during specials time. 4

🔍 S201026

Strategy Rationale

Providing teachers with targeted professional development will increase teachers' knowledge and understanding about standards-based instruction.

Action Step 1 5

Administration will conduct professional development on the planning and delivery of standards-based instruction.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Agendas, sign in sheets, materials, iObservation and student achievement data

Action Step 2 `5`

Administration will provide coaching, modeling and instructional rounds to support development of standards-based instruction.

Person Responsible

Andrea Austing

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Agendas, sign in sheets, materials, iObservation and student achievement data

Action Step 3 `5`

Administration will attend common planning and Professional Learning Community meetings on a regular basis to support and coach teachers with creating standards-based lessons.

Person Responsible

Barry Richardson

Schedule

Weekly, from 8/25/2015 to 5/30/2016

Evidence of Completion

Agendas, sign in sheets, materials, iObservation and student achievement data

Action Step 4 `5`

Teachers will plan, deliver and differentiate standards-based instruction based on the needs of the students.

Person Responsible

Tiffany Smid

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

iObservation and student achievement data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration will participate in collaborative planning and Professional Learning Community meetings, conduct classroom observations and lesson plan checks to ensure fidelity of the action steps.

Person Responsible

Tiffany Smid

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Meeting Minutes, Agendas, iObservation, lesson plans and student achievement data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration will conduct ongoing professional development based on response to the teachers' needs and progress with delivering standards-based instruction.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Agendas, lesson plans, iObservation data and student data binders

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Leadership will monitor student progress during bi-monthly data meetings.

Person Responsible

Andrea Austing

Schedule

On 6/3/2016

Evidence of Completion

Florida Standards Assessment, iReady and grade level common formative assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Administration will monitor student achievement data to evaluate the effectiveness of standards-based instruction.

Person Responsible

Tiffany Smid

Schedule

Every 3 Weeks, from 8/17/2015 to 6/3/2016

Evidence of Completion

Data collection from formative assessments, bi-monthly data meeting discussion and FSA 2015 Student achievement data

G2. Teachers will plan collaboratively to create effective standards-based lessons and common formative assessments. [1]

G072693

G2.B1 Teachers lack the training and knowledge on creating standards-based formative assessments. [2]

B189672

G2.B1.S1 Administration will provide teachers with the necessary professional development and support to help deconstruct standards, plan learning activities that meet level of rigor for the standards, and create common assessments. [4]

S201027

Strategy Rationale

Teachers will teach standards-based lessons to the level of rigor required which will lead to an increase in student achievement.

Action Step 1 [5]

Administration will provide professional development on deconstructing standards, planning learning activities that meet the rigor level of the standards, creating common assessments and reviewing data to make instructional shifts.

Person Responsible

Tiffany Smid

Schedule

On 6/10/2016

Evidence of Completion

Agendas, sign in sheets, materials, iObservation and student achievement data

Action Step 2 `5`

Administration will provide coaching, modeling and instructional rounds to support understanding of how to deconstruct standards, plan learning activities that meet the rigor level of the standards, and create common assessments.

Person Responsible

Tiffany Smid

Schedule

On 6/10/2016

Evidence of Completion

Agendas, sign in sheets, iObservation and student achievement data

Action Step 3 `5`

Administration will attend common planning and Professional Learning Community meetings to coach and support teachers with this process.

Person Responsible

Barry Richardson

Schedule

On 6/10/2016

Evidence of Completion

Sign in sheets, meetings minutes, lesson plans, iObservation and student achievement data

Action Step 4 `5`

Teachers will implement rigorous standards-based instruction.

Person Responsible

Barry Richardson

Schedule

On 6/10/2016

Evidence of Completion

iObservation, lesson plans and student achievement data

Action Step 5 `5`

Teachers will review data from common assessments to make instructional decisions.

Person Responsible

Andrea Austing

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

formative assessments, lesson plans, item analysis, data spreadsheets, and discussion

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

Administration will participate in common planning and Professional Learning Community meetings, conduct classroom observations, review lesson plans and formative assessments, to make sure the action steps are occurring.

Person Responsible

Tiffany Smid

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Meeting Minutes, Agendas, iObservation data, formative assessment and lesson plans to monitor student achievement.

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

Administration will conduct progress monitoring meetings.

Person Responsible

Barry Richardson

Schedule

Biweekly, from 9/26/2016 to 9/26/2016

Evidence of Completion

Agendas, lesson plans, iObservation data, progress monitoring meeting schedule and data binders

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

Administration will monitor student achievement data to evaluate the effectiveness of the instructional planning.

Person Responsible

Andrea Austing

Schedule

On 6/10/2016

Evidence of Completion

Data collection with formative assessments, lesson plans, bi-monthly data meeting discussions and FSA 2015 Student achievement data

G2.B2 A formalized structure to facilitate collaborative planning is not in place. `2`

B189673

G2.B2.S1 Administration will ensure that common planning is occurring weekly using distributive leadership to build capacity. `4`

S201028

Strategy Rationale

If teachers have strong support and structures in place, then collaborative planning will be successful leading to an increase in student achievement.

Action Step 1 `5`

Administration will support and coach team leaders to develop structures for collaborative planning.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 8/3/2015 to 6/3/2016

Evidence of Completion

Meeting minutes, agendas, collaborative planning forms, anecdotal notes, and lesson plans

Action Step 2 `5`

Administration will attend all collaborative planning meetings and Professional Learning Communities to coach and support teachers with collaborative planning.

Person Responsible

Tiffany Smid

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Meeting minutes, agendas, collaborative planning forms, anecdotal notes, and lesson plans

Action Step 3 `5`

Team leaders will facilitate collaborative planning process with the teachers on their team to create standards -based lessons and common formative assessments.

Person Responsible

Tiffany Smid

Schedule

On 6/3/2016

Evidence of Completion

Collaborative planning forms, anecdotal notes, lesson plans, formative assessments, and assessment data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Administration will support team leaders through coaching support and participating in collaborative planning and Professional Learning Communities.

Person Responsible

Barry Richardson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Collaborative planning form, lesson plans, anecdotal notes and formative assessment data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Administration will review formative assessment data, iReady, iObservation, MAP and state assessments.

Person Responsible

Andrea Austing

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Assessment data and iObservation

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.B1.S1.A1	Administration will conduct professional development on the planning and delivery of standards-based instruction.	Smid, Tiffany	8/17/2015	Agendas, sign in sheets, materials, iObservation and student achievement data	6/3/2016 monthly
G2.B1.S1.A1	Administration will provide professional development on deconstructing standards, planning learning activities that meet the rigor level of the standards, creating common assessments and reviewing data to make instructional shifts.	Smid, Tiffany	8/17/2015	Agendas, sign in sheets, materials, iObservation and student achievement data	6/10/2016 one-time
G2.B2.S1.A1	Administration will support and coach team leaders to develop structures for collaborative planning.	Smid, Tiffany	8/3/2015	Meeting minutes, agendas, collaborative planning forms, anecdotal notes, and lesson plans	6/3/2016 monthly
G1.B1.S1.A2	Administration will provide coaching, modeling and instructional rounds to support development of standards-based instruction.	Austing, Andrea	9/8/2015	Agendas, sign in sheets, materials, iObservation and student achievement data	6/3/2016 weekly
G2.B1.S1.A2	Administration will provide coaching, modeling and instructional rounds to support understanding of how to deconstruct standards, plan learning activities that meet the rigor level of the standards, and create common assessments.	Smid, Tiffany	8/17/2015	Agendas, sign in sheets, iObservation and student achievement data	6/10/2016 one-time
G2.B2.S1.A2	Administration will attend all collaborative planning meetings and Professional Learning Communities to coach and support teachers with collaborative planning.	Smid, Tiffany	8/24/2015	Meeting minutes, agendas, collaborative planning forms, anecdotal notes, and lesson plans	6/3/2016 weekly
G1.B1.S1.A3	Administration will attend common planning and Professional Learning Community meetings on a regular basis to support and coach teachers with creating standards-based lessons.	Richardson, Barry	8/25/2015	Agendas, sign in sheets, materials, iObservation and student achievement data	5/30/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A3	Administration will attend common planning and Professional Learning Community meetings to coach and support teachers with this process.	Richardson, Barry	8/17/2015	Sign in sheets, meetings minutes, lesson plans, iObservation and student achievement data	6/10/2016 one-time
G2.B2.S1.A3	Team leaders will facilitate collaborative planning process with the teachers on their team to create standards -based lessons and common formative assessments.	Smid, Tiffany	8/24/2015	Collaborative planning forms, anecdotal notes, lesson plans, formative assessments, and assessment data	6/3/2016 one-time
G1.B1.S1.A4	Teachers will plan, deliver and differentiate standards-based instruction based on the needs of the students.	Smid, Tiffany	8/24/2015	iObservation and student achievement data	6/3/2016 daily
G2.B1.S1.A4	Teachers will implement rigorous standards-based instruction.	Richardson, Barry	8/17/2015	iObservation, lesson plans and student achievement data	6/10/2016 one-time
G2.B1.S1.A5	Teachers will review data from common assessments to make instructional decisions.	Austing, Andrea	8/24/2015	formative assessments, lesson plans, item analysis, data spreadsheets, and discussion	6/3/2016 biweekly
G1.MA1	Administration will analyze lesson plans, anecdotal notes from collaborative planning, iObservation, common formative assessment and iReady data to determine if the implementation of the delivery of standards-based instruction is being delivered with fidelity increasing student achievement.	Richardson, Barry	8/17/2015	Agenda's, meeting minutes, iObservation and student data binders	6/3/2016 weekly
G1.B1.S1.MA1	Administration will monitor student achievement data to evaluate the effectiveness of standards-based instruction.	Smid, Tiffany	8/17/2015	Data collection from formative assessments, bi-monthly data meeting discussion and FSA 2015 Student achievement data	6/3/2016 every-3-weeks
G1.B1.S1.MA1	Administration will participate in collaborative planning and Professional Learning Community meetings, conduct classroom observations and lesson plan checks to ensure fidelity of the action steps.	Smid, Tiffany	8/17/2015	Meeting Minutes, Agendas, iObservation, lesson plans and student achievement data	6/3/2016 weekly
G1.B1.S1.MA2	Administration will conduct ongoing professional development based on response to the teachers' needs and progress with delivering standards-based instruction.	Smid, Tiffany	8/17/2015	Agendas, lesson plans, iObservation data and student data binders	6/3/2016 monthly
G1.B1.S1.MA3	Leadership will monitor student progress during bi-monthly data meetings.	Austing, Andrea	8/24/2015	Florida Standards Assessment, iReady and grade level common formative assessments	6/3/2016 one-time
G2.MA1	Administration will analyze iObservation, lesson plans, common formative assessment data, Measures of Academic Process (MAP), and iReady to determine student growth as a result of collaborative planning.	Smid, Tiffany	9/29/2014	Student achievement data, data binders, administration agendas, iObservation data and lesson plans.	6/3/2016 weekly
G2.B1.S1.MA1	Administration will monitor student achievement data to evaluate the effectiveness of the instructional planning.	Austing, Andrea	10/5/2015	Data collection with formative assessments, lesson plans, bi-monthly data meeting discussions and FSA 2015 Student achievement data	6/10/2016 one-time
G2.B1.S1.MA1	Administration will participate in common planning and Professional Learning Community meetings, conduct classroom observations, review lesson plans and formative assessments, to make sure the action steps are occurring.	Smid, Tiffany	8/24/2015	Meeting Minutes, Agendas, iObservation data, formative assessment and lesson plans to monitor student achievement.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA2	Administration will conduct progress monitoring meetings.	Richardson, Barry	9/26/2016	Agendas, lesson plans, iObservation data, progress monitoring meeting schedule and data binders	9/26/2016 biweekly
G2.B2.S1.MA1	Administration will review formative assessment data, iReady, iObservation, MAP and state assessments.	Austing, Andrea	9/14/2015	Assessment data and iObservation	6/3/2016 biweekly
G2.B2.S1.MA1	Administration will support team leaders through coaching support and participating in collaborative planning and Professional Learning Communities.	Richardson, Barry	8/24/2015	Collaborative planning form, lesson plans, anecdotal notes and formative assessment data	6/3/2016 weekly

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. Student achievement will increase through the delivery of rigorous, standards-based instruction in every classroom for all core subjects.

G1.B1 Teachers have misconceptions about rigorous, standards-based instruction that affect delivery.

G1.B1.S1 Administration will provide specific, targeted professional development to teacher teams during common planning time on Wednesday afternoons and during specials time.

PD Opportunity 1

Administration will conduct professional development on the planning and delivery of standards-based instruction.

Facilitator

Tiffany (19725@ocps.net)

Participants

All Teachers

Schedule

Monthly, from 8/17/2015 to 6/3/2016

PD Opportunity 2

Administration will provide coaching, modeling and instructional rounds to support development of standards-based instruction.

Facilitator

Andrea Austing

Participants

All Teachers

Schedule

Weekly, from 9/8/2015 to 6/3/2016

PD Opportunity 3

Administration will attend common planning and Professional Learning Community meetings on a regular basis to support and coach teachers with creating standards-based lessons.

Facilitator

Andrea Austing (31319@ocps.net)

Participants

All Teachers

Schedule

Weekly, from 8/25/2015 to 5/30/2016

G2. Teachers will plan collaboratively to create effective standards-based lessons and common formative assessments.

G2.B1 Teachers lack the training and knowledge on creating standards-based formative assessments.

G2.B1.S1 Administration will provide teachers with the necessary professional development and support to help deconstruct standards, plan learning activities that meet level of rigor for the standards, and create common assessments.

PD Opportunity 1

Administration will provide coaching, modeling and instructional rounds to support understanding of how to deconstruct standards, plan learning activities that meet the rigor level of the standards, and create common assessments.

Facilitator

Andrea Austing

Participants

All Teachers

Schedule

On 6/10/2016

PD Opportunity 2

Administration will attend common planning and Professional Learning Community meetings to coach and support teachers with this process.

Facilitator

Andrea Austing

Participants

All Teachers

Schedule

On 6/10/2016

G2.B2 A formalized structure to facilitate collaborative planning is not in place.

G2.B2.S1 Administration will ensure that common planning is occurring weekly using distributive leadership to build capacity.

PD Opportunity 1

Administration will support and coach team leaders to develop structures for collaborative planning.

Facilitator

Barry Richardson

Participants

All Teachers

Schedule

Monthly, from 8/3/2015 to 6/3/2016

PD Opportunity 2

Administration will attend all collaborative planning meetings and Professional Learning Communities to coach and support teachers with collaborative planning.

Facilitator

Andrea Austing

Participants

All Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Administration will conduct professional development on the planning and delivery of standards-based instruction.	$0.00
2	G1.B1.S1.A2	Administration will provide coaching, modeling and instructional rounds to support development of standards-based instruction.	$2,400.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	1591 - Dr. Phillips Elementary	Other		$2,400.00
			Notes: This would be for substitutes to cover classrooms so that teachers could participate in instructional rounds.			

3	G1.B1.S1.A3	Administration will attend common planning and Professional Learning Community meetings on a regular basis to support and coach teachers with creating standards-based lessons.	$0.00
4	G1.B1.S1.A4	Teachers will plan, deliver and differentiate standards-based instruction based on the needs of the students.	$0.00
5	G2.B1.S1.A1	Administration will provide professional development on deconstructing standards, planning learning activities that meet the rigor level of the standards, creating common assessments and reviewing data to make instructional shifts.	$0.00
6	G2.B1.S1.A2	Administration will provide coaching, modeling and instructional rounds to support understanding of how to deconstruct standards, plan learning activities that meet the rigor level of the standards, and create common assessments.	$0.00
7	G2.B1.S1.A3	Administration will attend common planning and Professional Learning Community meetings to coach and support teachers with this process.	$0.00
8	G2.B1.S1.A4	Teachers will implement rigorous standards-based instruction.	$0.00
9	G2.B1.S1.A5	Teachers will review data from common assessments to make instructional decisions.	$0.00
10	G2.B2.S1.A1	Administration will support and coach team leaders to develop structures for collaborative planning.	$0.00
11	G2.B2.S1.A2	Administration will attend all collaborative planning meetings and Professional Learning Communities to coach and support teachers with collaborative planning.	$0.00
12	G2.B2.S1.A3	Team leaders will facilitate collaborative planning process with the teachers on their team to create standards -based lessons and common formative assessments.	$0.00

Budget Data

	Total:	$2,400.00