# Dr. Phillips Elementary



## 2016-17 Schoolwide Improvement Plan

# Dr. Phillips Elementary

6909 DR PHILLIPS BLVD, Orlando, FL 32819

https://drphillipses.ocps.net/

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2015-16 Title I School** | **2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
| --- | --- | --- |
| Elementary School PK-5 | No | 37% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
| --- | --- | --- |
| K-12 General Education | No | 51% |

## School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| Grade | A | A* | A | A |

*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

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

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

## 2016-17 DA Category and Statuses for Dr. Phillips Elementary

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - [LaShawn Russ-Porterfield](#) | Not In DA - N/A |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

#### a. Provide the school's mission statement.

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

#### b. Provide the school's vision statement.

To be the top producer of successful students in the nation

### 2. School Environment

#### a. 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 Multilingual Parent Leadership Council (MPLC) meets a minimum of four times a year to discuss and plan activities to address the needs of our English Language Learners (ELLs). The MPLC will plan informative nights for parents throughout the school year as well as one cultural event to promote acceptance and understanding of other cultures. The family newsletter provides information to inform and connect parents to school-wide initiatives.
The Positive Behavioral Interventions and Support (PBIS) team plans to create at student mentoring program supporting our struggling students. This would involve pairing adult mentors with students to meet monthly for fun, positive interactions.

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

Dr. Phillips Elementary uses a comprehensive guidance program, teaching students to use appropriate behavior and encourage students to treat others in a respectful manner. We follow the district guidance program for monthly character trait development. Every month, a different character trait is highlighted on our morning announcements. The trait is reinforced with short lessons offered by the guidance counselor. Each teacher recognizes one to three students at the end of the month (Student of the Month) who has demonstrated qualities of that character trait for the month. Additional "Eagle Awards" and quarterly honor roll certificates are awarded to recognize students who are moving forward in a positive academic and social direction. The Leadership Team also holds quarterly reviews of the Orange County Public Schools (OCPS) Code of Student Conduct and all new students are taught the OCPS Code of student Conduct within their first week of attendance.

At DPES we will utilize a proactive approach for anti-bullying with the "Act for Change" program. Fifth grade students who also serve as patrols will take part in leadership coaching to act as peer mediators and student buddies.

Staff members have been assigned to strategic duty posts before and after school to ensure safety. We offer before-school supervision via the YMCA at 7:00 a.m. and until 6:00 p.m. for working families. 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.

**c. 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.**

Last year our behavior leadership team, composed of administrators, classroom teachers and support staff, started a PBIS initiative at Dr. Phillips Elementary. The initiative was aligned with and supported through the MTSS process.The team developed school-wide school rules, procedures, and expectations for all common areas. In addition, a positive recognition system was put in place to support appropriate cafeteria behavior.

This summer, the behavior leadership team met for three days to review the PBIS system and address areas of continued concern as identified in our school surveys. The team focused on creating common expectations for all classrooms, anti-bullying education, de-escalation strategies for student behaviors as well as increased school-wide opportunities for positive recognition. The team shared new initiatives with the entire staff during pre-planning and will meet monthly to monitor PBIS initiatives and outcomes.

The teachers will be trained on common classroom expectations in order to ensure that the behavior system is fairly and consistently enforced. Behavior and discipline data will be analyzed monthly and a resource teacher/behavior specialist will assist with individualized student behavior plans.

**d. 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 monthly by the MTSS team to ensure student success. In addition, teachers will complete classroom-specific needs assessment surveys so they and the guidance counselor can develop tailored guidance lessons. 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.

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

**a. 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 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 two and three 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, a referral to the MTSS team will be created by the registrar. An attendance/MTSS meeting will be 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 at bi-monthly data meetings and at the end of each quarter. 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 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. If the student is an English Language Learner (ELL) student, an Academic Needs Identification Plan (ANI) will be developed.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 17 | 11 | 10 | 10 | 9 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |
| One or more suspensions | 3 | 2 | 6 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Course failure in ELA or Math | 17 | 22 | 17 | 13 | 40 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 132 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 20 | 29 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |

*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 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 4 | 3 | 6 | 8 | 27 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |

**c. 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, attendance/MTSS meetings are held with the parents and an administrator to discuss and determine strategies to improve attendance rates. The student and his/her parents sign a contract agreeing to these strategies. Students who are not performing at grade level as indicated by ELA and Mathematics state/school assessments are offered opportunities to receive additional support, including increased small group time in class, focused intervention time to address skill deficiency, and an after-school tutoring program. If the student is an ELL, an Academic Needs Identification Plan (ANI) will be developed. Students who have more than one suspension are referred to the MTSS team for behavior. If needed, the student will be put on an individualized behavior plan that addresses the concern and data is monitored for improvement.

## B. Family and Community Engagement

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).

**1. 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).

### a. Will the school use its PIP to satisfy this question?
No

### *1. PIP Link*
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### *2. Description*

Establishing and maintaining positive relationships with families is essential to student academic performance and overall school improvement. Dr. Phillips Elementary is fortunate to have a high level of family involvement with our Parent Teacher Association (PTA) , during evening events and with volunteers during the school day. The PTA works diligently to provide support for the educational and recreational needs of the school. Our volunteers assist teachers within the classroom, work with individual students or small groups, promote school spirit, and provide support in other areas of the school where there is a need.

Mrs. Smid, the principal, provides vitally important information via the Connect Orange phone message system as required and/or necessary for parents. Bi-monthly newsletters are sent to families by the principal to assist with maintaining school and home communication as well as to share information about upcoming events. Parents are encouraged to become ADDitions volunteers so that they can assist in the classroom and attend field trips.

Parents are provided opportunitites to become involved in their child's academic education. Parent information nights for specific content areas, Florida Standards Assessment (FSA) testing, and "Preventing the Summer Slide" are opportunities for parents to help their children find success through partnership with the school.

Parents are invited and encouraged to attend all meetings that pertain to their child's education, such as PTA, School Advisory Council (SAC), Exceptional Student Education (ESE), MPLC, parent/teacher conferences and any individual meetings scheduled to support the academic and/or behavior placements.

### 2. 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.

The Partners in Education (PIE) program is utilized to establish and maintain relationships with local businesses and community members. Our PIE program, led by Denise Hartman, partners with numerous supportive community members each school year. This partnership allows the school to expand its resources and better serve the students and staff. Community involvement at after-school events provides promotional opportunities for local businesses. A list of the PIE local businesses are displayed around campus and recognition of their support is visible.

Once partnerships are established, businesses are invited to community events and are able to volunteer and/or donate resources to the school. These 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.

## C. 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).

### 1. School Leadership Team

#### a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|------|-------|
| Smid, Tiffany | Principal |
| Richardson, Barry | Assistant Principal |
| Austing, Andrea | Instructional Coach |
| Quinn, Tammy | Instructional Coach |
| Wallick, Deanna | Instructional Coach |
| Mosquera, Deahva | Instructional Coach |

**b. Duties**

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

The role of our school-based leadership team is to provide support for all classroom teachers, students and parents. This team is comprised of two administrators, three instructional coaches, a guidance counselor, staffing specialist and behavior specialist. This team meets weekly with an established agenda to discuss instruction, student assessment, data, classroom observation and teacher feedback, staff professional development and a variety of other current topics to support the school.

The principal, Tiffany Smid, provides a common vision for the use of data-based decision-making to ensure school resources are maximized to achieve school improvement goals. She ensures that the school-based team is implementing MTSS to address goals and targets in the School Improvement Plan (SIP) and to provide appropriate interventions for all student needs. She oversees collaborative teamwork in Professional Learning Communities (PLCs) to support teachers with planning classroom instruction, creating common assessments and analyzing student data. She designates and monitors roles and responsibilities for members of the leadership team.

The assistant principal, Barry Richardson, works collaboratively with the principal to ensure that the school-based team is implementing MTSS. He develops documents necessary to manage and display data that addresses goals and targets identified in the SIP.
He provides professional development to support teacher growth and meets weekly in PLCs to support teachers with planning classroom instruction, creating common assessments and analyzing student data. He conducts daily classroom observations and provides actionable feedback to teachers.

The MTSS Coach, Deahva Mosquera, ensures that the school-based team is implementing MTSS and addressing goals and targets in the SIP. She conducts assessments of implementation of MTSS and communicates with teachers and parents regarding progress and activities. She meets weekly in PLCs to support teachers and collects behavior and reading intervention data to support the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP.

The Curriculum Resource Teacher (CRT)/Math Coach, Andrea Austing, coordinates school-wide standardized testing. In addition she provides support and professional development for math and science instruction, including planning effective instruction, writing common assessments, and reviewing student data to make instructional shifts. She conducts classroom observations to provides actionable feedback to teachers.

The Reading Coach/Curriculum Compliance Teacher (CCT), Deanna Wallick, provides support and professional development to support the K-12 ELA Plan. She facilitates data collection and reviews the data with classroom teachers to inform instruction. In addition, she supports ELL students,

providing teachers assistance with strategies for working with ELL students, communicating student progress with parents and monitoring compliance of the ESOL program.

The staffing specialist, Tammy Quinn, collaborates with staff to ensure student needs are met and SIP goals are addressed. She facilitates ESE compliance and processes, communicating with teachers and parents. She facilitates and supports data collection for ESE students and helps teachers with analysis of the data to support instruction.

The guidance counselor, Margaret Field, provides support for healthy emotional and social development strategies and programs for students as well as resources for parents. She addresses behavior needs of students through small group and individual social skills lessons. She implements school-wide character education activities and provides lessons for teachers.

*2. 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.*

The MTSS Coach and principal or assistant principal meet with teachers twice a month to analyze and interpret student assessment data. As applicable, appropriate referrals are submitted to the MTSS team for review. Those students identified below grade level are assigned to specific intervention groups based on skill deficit. Teachers are 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 MTSS team is instrumental in the implementation of the school improvement goals, providing assistance in the understanding and implementation of the problem solving process.

Title III funds are used to provide support for our ELL population. Support is offered to our kindergarten through fifth grade ELL students, providing reinforcement of skills taught in the classroom. Two ESOL paraprofessionals will work with identified ELLs . Bilingual dictionaries will be requested from the district and/or purchased as needed.

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.

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 will teach social skills groups for targeted students as identified through the MTSS process, data meetings or teacher referral. The Varying Exceptionalities resource teacher will consult with ESE students identified via the IEP process. 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.

## 2. School Advisory Council (SAC)

### a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

| Name | Stakeholder Group |
|------|-------------------|
| Tiffany Smid | Principal |
| Donna Justice | Education Support Employee |
| Jad Denmark | Parent |
| Charisma Marin | Parent |
| Andrea Austing | Teacher |
| Amber Wasendorf | Parent |
| Leigh Bryant | Teacher |
| Sherri Gregory | Parent |

### b. Duties

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

*a. 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 for school-wide activities.

The leadership team reviewed the School Improvement Plan (SIP) throughout the year to plan to implement professional development for teachers addressing needs towards achieving the goals. Grade-level teams participated in bi-monthly data collection to review progress. A mid-year analysis was conducted by the grade-level representatives to make recommendations for school-wide processes.

*b. Development of this school improvement plan*

The 2016-17 School Advisory Committee held two work sessions to review school-wide data and stakeholder surveys. Through this process the committee identified problem areas and specific needs. Recommendations for strategies were made to include in the SIP. In addition, school staff participated in a problem analysis activity to determine needs and develop school improvement goals. Based on this input the leadership team drafted the SIP and presented to the participants attending the work session for review.

The SAC members agreed 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.

*c. Preparation of the school's annual budget and plan*

The principal develops the school's annual budget. SAC members were invited to review the budget prior to it being finalized and submitted. Specific funds, to which SAC gives input, are reviewed with SAC members throughout the school year.

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

SAC funds will be used for the students. Previously we have used the funds to purchase student materials for the classroom.

Scholastic News and Spin - $782.50
White Boards - $1396
Scholastic News - $688.45
Reading A-Z - $1234.35
Studies Weekly - $688.45
Support of parent nights through distribution of education resource gift cards to teachers who participated - $750

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

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

## 3. Literacy Leadership Team (LLT)

### a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

| Name | Title |
| --- | --- |
| Smid, Tiffany | Principal |
| Richardson, Barry | Assistant Principal |
| Austing, Andrea | Instructional Coach |
| Quinn, Tammy | Instructional Coach |
| Mathis, Jennifer | Instructional Technology |
| Mosquera, Deahva | Instructional Coach |
| Wallick, Deanna | Instructional Coach |

### b. Duties

***1. Describe how the LLT or similar group promotes literacy within the school, if applicable.***

The major initiatives of the Literacy Leadership Team (LLT) this year will be continuing standards-based reading instruction with fidelity, with a focus on the depths of knowledge required by the standards, differentiated reading centers and school-wide reading interventions based on student data. Teachers will integrate social studies and science instruction into the reading block and infuse the writing standards across all content areas. In addition, the LLT will support teachers with the use of 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. Literacy will also be promoted through Sunshine State Readers. Students are rewarded for reading all 15 Sunshine State Readers.

The LLT will aid in the creation of a Literacy Committee comprised of the principal , teachers and parents. The LLT and the Literacy Committee with work together to plan and provide literacy related activities in the morning. Such activities will include Reading Club, DEAR and/or computer lab time for i-Ready to increase student achievement as well as to plan literacy related activities that will be held in the evenings. Having morning and evening literacy events that the students and parents can participate in will encourage family and community involvement.

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 instruction and centers
-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 for all students
-Ensure implementation of Florida Standards

## D. Public and Collaborative Teaching

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

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

Bi-monthly data 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, common assessments, 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 during parent teacher conferences.
-1st and 3rd Wednesday of every Month = Kindergarten, First Grade, and Second Grade
-2nd and 4th Wednesday of every Month = Third Grade, Fourth Grade, and Fifth Grade

Every Tuesday and Thursday, teachers will meet in Professional Learning Communities (PLCs) to deconstruct the Florida Standards for English Language Arts (ELA) and Mathematics. Administration and coaches will be present during these meetings to provide assistance and guidance. During the PLC meetings, a collaboration form is completed and uploaded to the School Collaboration/SharePoint Website.

A leadership team member will support teachers during these meetings to create effective standards-based lessons and common formative assessments. Once a marking period, teacher teams are given a half-day to plan instructional calendars for the upcoming marking period. Teachers are also given opportunities to observe their peers during instruction in order to gain insight regarding new strategies that address unique student needs.

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

Dr. Phillips Elementary uses the Orange County Public Schools (OCPS) E-Recruiting system is to seek out highly qualified candidates and all instructional applicant resumes are reviewed. Verbal references are obtained and previous assessments are reviewed, when applicable, to ensure candidates are highly

qualified.

The strategies used to recruit and retain highly-qualified, effective teachers to our school include the following:
-Orange County Public Schools Recruitment Fair
-Continuous professional development activities on the Marzano Framework and use of the Florida Standards
-Structured mentoring program including bi-monthly professional development to meet the specific needs of new teachers
-Weekly collaborative planning via our Professional Learning Communities (PLC)
-Immediate and relevant feedback to teachers on instructional practices through the use of iObservation which is based on the Marzano Framework

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

Beginning teachers are paired with veteran teachers who have Clinical Education certification. Every effort is made to match the new teacher with a mentor on the same grade level. The new teacher and mentor will meet on a regular basis to discuss lesson planning, grades, classroom management, effective teaching strategies and effective communication skills.

There will be monthly meetings for new teachers that are conducted by Julie Korman to ensure beginning teachers are progressing and are equipped with what they need in order to be successful. These monthly meetings will review various items such as the Marzano framework and discipline strategies, as well as provide opportunities to discuss effective strategies to meet the needs of the students in the classroom. Additionally, there will opportunities to celebrate teacher success.

Our Instructional Resource Coaches, Mrs. Andrea Austing, Mrs. Deahva Mosquera, Mrs. Tammy Quinn, and Mrs. Deanna Wallick, also serve as mentors to teachers, visiting classrooms, observing and modeling for teachers as needed.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

*1. 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 PLCs , held two days a week, is to plan for alignment of instruction and resources to support Florida standards.

Instructional staff and administration are familiar with the standards. Ongoing professional development is provided in order to assist the staff in the process of analyzing materials to ensure they meet all the requirements and align with the Florida Standards Assessment (FSA).

#### b. Instructional Strategies

*1. 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 in PLCs 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 monitor progress toward mastery of the Florida Standards as well as how the tiered instructional placement is impacting overall learning gains.

Teachers are encouraged to use the district scope and sequence and Measurement Topic Plans (MTPs) that are posted on IMS to support instructional planning. The time dedicated for common planning is focused on deconstructing the Florida standards, 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 ESE programs offered at the school. DPES has four 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 ten cluster classrooms (second through fifth grades) for students identified as gifted.

*2. 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:** 1,440

Grade-level 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 intervention 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
Richardson, Barry, barry.richardson@ocps.net

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

Baseline reading data will be established and then the leadership team will use ongoing progress monitoring (OPM) monthly and make instructional shifts accordingly. Final assessment data will be collected and analyzed at the end of the program with instructional feedback provided to each homeroom teacher on the growth status of their student(s).

## 2. Student Transition and Readiness

### a. 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).

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

Students completing our Pre-Kindergarten varying exceptionalities program have IEPs amended to add transition goals. Home schools are furnished with transition IEPs for each student. 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 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.

Records are reviewed for incoming transfer students to ensure appropriate services are provided. The guidance counselor and fifth grade teachers coordinate fifth grade students' orientation to ensure

effective transitions to middle school. Input on schedule and placements are provided as requested by middle school counselors.

### b. College and Career Readiness

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

Destination College continues to be culturally embedded at DPES. Third, fourth and fifth grade students create Destination College binders, which are portfolios of student work and are reviewed every nine weeks with their classroom teachers. By fifth grade, students will earn a word-processing certificate. Fifth graders also learn to utilize the Cornell note-taking system.

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.

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

n/a

*3. 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

*4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

**B. 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"Â? 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.

**C. Strategic Goals**

# 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 Elementary will utilize student achievement data to inform, monitor and adjust core and intervention instruction for all students to increase learning gains (Division Priority #2: Accelerate Student Performance).

**G2.** Teachers and administrators will collaborate and reflect through PLC to implement rigorous, standards-based instruction leading to an increase in student achievement (Division Priority #5: Invest in Human Capital).

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Dr. Phillips Elementary will utilize student achievement data to inform, monitor and adjust core and intervention instruction for all students to increase learning gains (Division Priority #2: Accelerate Student Performance). 1a

🔑 G084482

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Math Lowest 25% Gains | 62.0 |
| ELA/Reading Lowest 25% Gains | 62.0 |

### Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of processes for on-going review of student data to inform instruction.

- There is a lack of school-wide structures and resources to support differentiated intervention instruction.

### Resources Available to Help Reduce or Eliminate the Barriers 2

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

### Plan to Monitor Progress Toward G1. 8

Administrators will analyze lesson plans, anecdotal notes from collaborative planning, iObservation, common formative assessment and i-Ready data to determine if processes are being implemented with fidelity to increase student achievement.

### Person Responsible
Barry Richardson

### Schedule
Weekly, from 8/15/2016 to 5/26/2017

### *Evidence of Completion*
Agendas, meeting minutes, iObservation data and student data binders

**G2.** Teachers and administrators will collaborate and reflect through PLC to implement rigorous, standards-based instruction leading to an increase in student achievement (Division Priority #5: Invest in Human Capital). 1a

🔑 G084483

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Math Lowest 25% Gains | 62.0 |
| ELA/Reading Lowest 25% Gains | 62.0 |

## Targeted Barriers to Achieving the Goal 3

- Teachers lack a deep understanding of the Marzano Instructional Framework.

- Teachers lack an understanding of rigorous instruction that meets the level of cognitive demand for the standard.

## Resources Available to Help Reduce or Eliminate the Barriers 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.

## Plan to Monitor Progress Toward G2. 8

Administrators will analyze iObservation, lesson plans, common formative assessment data, Measures of Academic Process (MAP), and iReady to determine student growth as a result of implementing rigorous, standards-based instruction..

### Person Responsible
Tiffany Smid

### Schedule
Monthly, from 9/26/2016 to 5/26/2017

### *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.** Dr. Phillips Elementary will utilize student achievement data to inform, monitor and adjust core and intervention instruction for all students to increase learning gains (Division Priority #2: Accelerate Student Performance). `1`

🔑 G084482

**G1.B1** Teachers lack understanding of processes for on-going review of student data to inform instruction. `2`

🔑 B224449

**G1.B1.S1** Administrators will provide specific, targeted professional development for assessment writing and review of student data to inform instruction. `4`

🔑 S236902

### Strategy Rationale

Providing teachers with targeted professional development will increase teachers' knowledge and understanding for ongoing data review to inform instruction.

**Action Step 1** `5`

Administrators will provide opportunities for professional development on assessment writing, reviewing student data and making instructional decisions based on student data.

#### Person Responsible

Tiffany Smid

#### Schedule

Monthly, from 8/8/2016 to 5/31/2017

#### *Evidence of Completion*

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

**Action Step 2** `5`

Leadership team will provide coaching, modeling and instructional rounds to support these processes.

#### Person Responsible

Andrea Austing

#### Schedule

Weekly, from 8/15/2016 to 5/31/2017

#### *Evidence of Completion*

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

### Action Step 3 `5`

Leadership team members will attend PLCs and data meetings to support and coach teachers with writing assessments, reviewing data and planning of instruction.

**Person Responsible**

Barry Richardson

**Schedule**

Weekly, from 8/8/2016 to 5/31/2017

***Evidence of Completion***

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

### Action Step 4 `5`

Teachers will write assessments, review student data and plan instruction in response to data.

**Person Responsible**

Tiffany Smid

**Schedule**

Daily, from 8/8/2016 to 5/31/2017

***Evidence of Completion***

iObservation and student achievement data

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

The Leadership Team members will participate in PLCs and data meetings, conduct classroom observations and complete lesson plan checks to ensure fidelity of the action steps.

**Person Responsible**

Tiffany Smid

**Schedule**

Weekly, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

Meeting minutes, agendas, iObservation data, lesson plans and student achievement data

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Leadership team members will conduct on-going professional development in response to the teachers' needs and progress.

### Person Responsible

Tiffany Smid

### Schedule

Monthly, from 8/15/2016 to 5/31/2017

### *Evidence of Completion*

Agendas, lesson plans, iObservation data and student data binders

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

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

### Person Responsible

Andrea Austing

### Schedule

On 5/31/2017

### *Evidence of Completion*

Florida Standards Assessment, i-Ready and grade level common formative assessments

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

Administrators will review and monitor student achievement data by teacher to evaluate the effectiveness of processes.

### Person Responsible

Tiffany Smid

### Schedule

Monthly, from 8/15/2016 to 5/31/2017

### *Evidence of Completion*

Data collection from formative assessments, bi-monthly data meeting discussion, i-Ready data, MAP data

**G1.B1.S2** Instructional coaches will provide differentiated support to teachers through the coaching cycle and observation feedback. 4

🔑 S236903

### Strategy Rationale

This will provide additional supports to new and struggling teachers with data review.

### Action Step 1 5

Leadership team members will identify teachers who need support with using data to inform instruction through observation and discussion.

**Person Responsible**

Andrea Austing

**Schedule**

Every 3 Weeks, from 8/15/2016 to 5/26/2017

*Evidence of Completion*

iObservation data, student achievement data, discussion notes, self-assessment results

### Action Step 2 5

Coaches will provide differentiated professional development to support teachers with this process.

**Person Responsible**

Andrea Austing

**Schedule**

Monthly, from 9/5/2016 to 5/22/2017

*Evidence of Completion*

Observation data, data sheets

**Action Step 3** `5`

Coaches will provide on-going support using the coaching cycle.

**Person Responsible**

Andrea Austing

**Schedule**

Biweekly, from 9/5/2016 to 5/22/2017

*Evidence of Completion*

iObservation data, data sheets, discussion notes, assessment results

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** `6`

Administrators will conduct monthly progress checks of iObservation and assessment data for teachers who are identified as needing support.

**Person Responsible**

Tiffany Smid

**Schedule**

Monthly, from 9/5/2016 to 5/26/2017

*Evidence of Completion*

iObservation data, anecdotal records, student assessment data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** `7`

Leadership team members will meet weekly to discuss progress and review student data to adjust and differentiate support.

**Person Responsible**

Tiffany Smid

**Schedule**

Weekly, from 9/5/2016 to 5/26/2017

*Evidence of Completion*

iObservation data, student assessment data, formative assessments, lesson plans

**G1.B1.S3** Leadership team members will establish structures to facilitate bi-monthly grade-level team reviews of student data. 4

🔑 S236904

### Strategy Rationale

Creating structures and supports for grade-level review of data will foster ongoing teacher confidence and improvement in the processes.

**Action Step 1** 5

Leadership team members will create and implement a schedule for bi-weekly meetings with teacher teams and with the collaboration of team leaders create an agenda for outcomes at each meeting.

### Person Responsible

Tiffany Smid

### Schedule

Biweekly, from 9/5/2016 to 5/26/2017

### *Evidence of Completion*

Agendas, data spreadsheets, data graphs, formative assessments, anecdotal meeting notes

**Action Step 2** 5

Leadership team members will attend bi-weekly meetings to help facilitate discussions and ensure teams are meeting expected outcomes.

### Person Responsible

Barry Richardson

### Schedule

Biweekly, from 9/5/2016 to 5/26/2017

### *Evidence of Completion*

Agendas, data spreadsheets, data graphs, formative assessments, anecdotal meeting notes

**Action Step 3** `5`

In collaboration with the leadership team members, team leaders will identify discussion points and outcomes for bi-weekly meetings.

### Person Responsible

Andrea Austing

### Schedule

Biweekly, from 9/5/2016 to 5/26/2017

### *Evidence of Completion*

Agendas, data spreadsheets, data graphs, formative assessments, anecdotal meeting notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** `6`

Leadership team members will monitor progress of implementation by attending and participating in bi-weekly data meetings and through review of student data.

### Person Responsible

Tiffany Smid

### Schedule

Monthly, from 9/5/2016 to 5/26/2017

### *Evidence of Completion*

Agendas, data spreadsheets, data graphs, formative assessments, anecdotal meeting notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** `7`

Leadership team will review and discuss evidence from data meetings to support implementation.

### Person Responsible

Barry Richardson

### Schedule

Monthly, from 9/5/2016 to 5/26/2017

### *Evidence of Completion*

Agendas, data spreadsheets, data graphs, formative assessments, anecdotal meeting notes

**G1.B2** There is a lack of school-wide structures and resources to support differentiated intervention instruction. [2]

🔍 B224450

**G1.B2.S1** Administrators will implement and support structures for teams to facilitate the process of data review. [4]

🔍 S236905

### Strategy Rationale

Providing structure and on-going support with this process will increase positive outcomes for student achievement.

**Action Step 1** [5]

Administrators will provide support to the teams by organizing intervention resources and purchasing resources for gaps in instruction.

**Person Responsible**

Tiffany Smid

**Schedule**

On 9/26/2016

***Evidence of Completion***

Resource inventory, student achievement data

**Action Step 2** [5]

Leadership team members will provide professional development to teachers to support implementation of differentiated intervention instruction.

**Person Responsible**

Andrea Austing

**Schedule**

Monthly, from 9/5/2016 to 5/26/2017

***Evidence of Completion***

Agendas, artifacts, lesson plans, student achievement data

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

Leadership team will review progress through classroom observations and student achievement data.

### Person Responsible

Barry Richardson

### Schedule

Monthly, from 10/3/2016 to 5/26/2017

### *Evidence of Completion*

iObservation data, student achievement data, agendas, artifacts

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

Leadership team will review student achievement data monthly to monitor effectiveness of implementation.

### Person Responsible

Barry Richardson

### Schedule

Monthly, from 10/3/2016 to 5/26/2017

### *Evidence of Completion*

iObservation data, student achievement data, lesson plans, PLC notes

**G2.** Teachers and administrators will collaborate and reflect through PLC to implement rigorous, standards-based instruction leading to an increase in student achievement (Division Priority #5: Invest in Human Capital). 1

🔑 G084483

**G2.B1** Teachers lack a deep understanding of the Marzano Instructional Framework. 2

🔑 B224451

**G2.B1.S1** Administrators will provide teachers with the necessary professional development to deepen their understanding of the Marzano Framework of teaching strategies and how the model connects to the Florida standards. 4

🔑 S236906

### Strategy Rationale

Teachers will utilize the Marzano framework to plan standards-based instruction that meet the level of rigor required to increase student achievement.

**Action Step 1** 5

Administrators will provide professional development on the use of the Marzano framework to plan standards-based instruction.

#### Person Responsible

Tiffany Smid

#### Schedule

Monthly, from 9/5/2016 to 5/26/2017

#### *Evidence of Completion*

Agendas, sign-in sheets, materials, artifacts, lesson plans, iObservation and student achievement data

**Action Step 2** 5

Leadership team will conduct observations and provide coaching to support understanding and use of the Marzano framework to plan and deliver rigorous, standards-based lessons.

#### Person Responsible

Barry Richardson

#### Schedule

Weekly, from 9/5/2016 to 5/26/2017

#### *Evidence of Completion*

Agendas, artifacts, iObservation feedback and data, student achievement data

**Action Step 3** `5`

With leadership support, teachers will work collaboratively in PLCs to plan rigorous standards-based instruction using the Marzano framework.

### Person Responsible

Barry Richardson

### Schedule

On 5/26/2017

### *Evidence of Completion*

Meeting notes, lesson plans, artifacts, iObservation and student achievement data

**Action Step 4** `5`

Teachers will implement rigorous standards-based instruction using strategies from the Marzano framework.

### Person Responsible

Barry Richardson

### Schedule

Daily, from 9/5/2016 to 5/26/2017

### *Evidence of Completion*

iObservation, lesson plans and student achievement data

**Action Step 5** `5`

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

### Person Responsible

Andrea Austing

### Schedule

Biweekly, from 9/5/2016 to 5/26/2017

### *Evidence of Completion*

Formative assessments, lesson plans, item analysis, data spreadsheets, and discussion notes

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

Administrators will regularly observe and give teachers feedback on the implementation of standards-based instruction using strategies from the Marzano framework.

### Person Responsible

Tiffany Smid

### Schedule

Weekly, from 8/22/2016 to 5/26/2017

### *Evidence of Completion*

iObservation data, formative assessment and lesson plans to monitor student achievement

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

Administrators will conduct progress monitoring meetings.

### Person Responsible

Barry Richardson

### Schedule

Every 6 Weeks, from 9/26/2016 to 5/26/2017

### *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`

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

### Person Responsible

Tiffany Smid

### Schedule

Monthly, from 9/26/2016 to 5/26/2017

### *Evidence of Completion*

Data collection with formative assessments, lesson plans, bi-monthly data meeting discussions notes

**G2.B2** Teachers lack an understanding of rigorous instruction that meets the level of cognitive demand for the standard. 2

🔧 B224452

**G2.B2.S1** Administrators will provide ongoing, targeted professional development and support to plan and deliver rigorous instruction. 4

🔧 S236907

### Strategy Rationale

If teachers have a strong understanding for how to plan and deliver rigorous instruction, student achievement data will increase.

### Action Step 1  5

Leadership team will provide professional development for planning instruction that meets the cognitive demand for the standards.

**Person Responsible**

Tiffany Smid

**Schedule**

Monthly, from 9/5/2016 to 5/26/2017

*Evidence of Completion*

Professional development resources and artifacts, reflective journals, iObservation feedback, student assessment data

### Action Step 2  5

Leadership team will participate alongside teachers in PLC to plan rigorous instruction.

**Person Responsible**

Tiffany Smid

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

*Evidence of Completion*

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

## Action Step 3 `5`

Teacher teams will use assessment data to progress monitor the effectiveness of lessons delivered.

### Person Responsible

Andrea Austing

### Schedule

Biweekly, from 9/26/2016 to 5/26/2017

### *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`

Administrators will support teams through coaching support and participating in collaborative planning and PLCs.

### Person Responsible

Barry Richardson

### Schedule

Weekly, from 9/5/2016 to 5/26/2017

### *Evidence of Completion*

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

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

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

### Person Responsible

Andrea Austing

### Schedule

Monthly, from 9/26/2016 to 5/26/2017

### *Evidence of Completion*

Assessment data and iObservation

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| **2017** | | | | | |
| G1.B2.S1.A1 A305895 | Administrators will provide support to the teams by organizing intervention resources and... | Smid, Tiffany | 8/15/2016 | Resource inventory, student achievement data | 9/26/2016 one-time |
| G1.B1.S2.A2 A305890 | Coaches will provide differentiated professional development to support teachers with this process. | Austing, Andrea | 9/5/2016 | Observation data, data sheets | 5/22/2017 monthly |
| G1.B1.S2.A3 A305891 | Coaches will provide on-going support using the coaching cycle. | Austing, Andrea | 9/5/2016 | iObservation data, data sheets, discussion notes, assessment results | 5/22/2017 biweekly |
| G1.MA1 M311959 | Administrators will analyze lesson plans, anecdotal notes from collaborative planning,... | Richardson, Barry | 8/15/2016 | Agendas, meeting minutes, iObservation data and student data binders | 5/26/2017 weekly |
| G2.MA1 M311965 | Administrators will analyze iObservation, lesson plans, common formative assessment data, Measures... | Smid, Tiffany | 9/26/2016 | Student achievement data, data binders, administration agendas, iObservation data and lesson plans. | 5/26/2017 monthly |
| G1.B2.S1.MA1 M311957 | Leadership team will review student achievement data monthly to monitor effectiveness of... | Richardson, Barry | 10/3/2016 | iObservation data, student achievement data, lesson plans, PLC notes | 5/26/2017 monthly |
| G1.B2.S1.MA1 M311958 | Leadership team will review progress through classroom observations and student achievement data. | Richardson, Barry | 10/3/2016 | iObservation data, student achievement data, agendas, artifacts | 5/26/2017 monthly |
| G1.B2.S1.A2 A305896 | Leadership team members will provide professional development to teachers to support implementation... | Austing, Andrea | 9/5/2016 | Agendas, artifacts, lesson plans, student achievement data | 5/26/2017 monthly |
| G2.B1.S1.MA1 M311960 | Administrators will monitor student achievement data to evaluate the effectiveness of the... | Smid, Tiffany | 9/26/2016 | Data collection with formative assessments, lesson plans, bi-monthly data meeting discussions notes | 5/26/2017 monthly |
| G2.B1.S1.MA1 M311961 | Administrators will regularly observe and give teachers feedback on the implementation of... | Smid, Tiffany | 8/22/2016 | iObservation data, formative assessment and lesson plans to monitor student achievement | 5/26/2017 weekly |
| G2.B1.S1.MA2 M311962 | Administrators will conduct progress monitoring meetings. | Richardson, Barry | 9/26/2016 | Agendas, lesson plans, iObservation data, progress monitoring meeting schedule and data binders | 5/26/2017 every-6-weeks |
| G2.B1.S1.A1 A305897 | Administrators will provide professional development on the use of the Marzano framework to plan... | Smid, Tiffany | 9/5/2016 | Agendas, sign-in sheets, materials, artifacts, lesson plans, iObservation and student achievement data | 5/26/2017 monthly |
| G2.B1.S1.A2 A305898 | Leadership team will conduct observations and provide coaching to support understanding and use of... | Richardson, Barry | 9/5/2016 | Agendas, artifacts, iObservation feedback and data, student achievement data | 5/26/2017 weekly |
| G2.B1.S1.A3 A305899 | With leadership support, teachers will work collaboratively in PLCs to plan rigorous... | Richardson, Barry | 8/8/2016 | Meeting notes, lesson plans, artifacts, iObservation and student achievement data | 5/26/2017 one-time |
| G2.B1.S1.A4 A305900 | Teachers will implement rigorous standards-based instruction using strategies from the Marzano... | Richardson, Barry | 9/5/2016 | iObservation, lesson plans and student achievement data | 5/26/2017 daily |
| G2.B1.S1.A5 A305901 | Teachers will review data from common assessments to make instructional shifts. | Austing, Andrea | 9/5/2016 | Formative assessments, lesson plans, item analysis, data spreadsheets, and discussion notes | 5/26/2017 biweekly |
| G2.B2.S1.MA1 M311963 | Administrators will review data from formative assessment, iReady, iObservation, MAP and state... | Austing, Andrea | 9/26/2016 | Assessment data and iObservation | 5/26/2017 monthly |
| G2.B2.S1.MA1 M311964 | Administrators will support teams through coaching support and participating in collaborative... | Richardson, Barry | 9/5/2016 | Collaborative planning form, lesson plans, anecdotal notes, iObservation feedback and formative assessment data | 5/26/2017 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G2.B2.S1.A1 🔑 A305902 | Leadership team will provide professional development for planning instruction that meets the... | Smid, Tiffany | 9/5/2016 | Professional development resources and artifacts, reflective journals, iObservation feedback, student assessment data | 5/26/2017 monthly |
| G2.B2.S1.A2 🔑 A305903 | Leadership team will participate alongside teachers in PLC to plan rigorous instruction. | Smid, Tiffany | 8/15/2016 | Meeting minutes, agendas, collaborative planning forms, anecdotal notes, and lesson plans | 5/26/2017 weekly |
| G2.B2.S1.A3 🔑 A305904 | Teacher teams will use assessment data to progress monitor the effectiveness of lessons delivered. | Austing, Andrea | 9/26/2016 | Collaborative planning forms, anecdotal notes, lesson plans, formative assessments, and assessment data | 5/26/2017 biweekly |
| G1.B1.S2.MA1 🔑 M311953 | Leadership team members will meet weekly to discuss progress and review student data to adjust and... | Smid, Tiffany | 9/5/2016 | iObservation data, student assessment data, formative assessments, lesson plans | 5/26/2017 weekly |
| G1.B1.S2.MA1 🔑 M311954 | Administrators will conduct monthly progress checks of iObservation and assessment data for... | Smid, Tiffany | 9/5/2016 | iObservation data, anecdotal records, student assessment data | 5/26/2017 monthly |
| G1.B1.S2.A1 🔑 A305889 | Leadership team members will identify teachers who need support with using data to inform... | Austing, Andrea | 8/15/2016 | iObservation data, student achievement data, discussion notes, self-assessment results | 5/26/2017 every-3-weeks |
| G1.B1.S3.MA1 🔑 M311955 | Leadership team will review and discuss evidence from data meetings to support implementation. | Richardson, Barry | 9/5/2016 | Agendas, data spreadsheets, data graphs, formative assessments, anecdotal meeting notes | 5/26/2017 monthly |
| G1.B1.S3.MA1 🔑 M311956 | Leadership team members will monitor progress of implementation by attending and participating in... | Smid, Tiffany | 9/5/2016 | Agendas, data spreadsheets, data graphs, formative assessments, anecdotal meeting notes | 5/26/2017 monthly |
| G1.B1.S3.A1 🔑 A305892 | Leadership team members will create and implement a schedule for bi-weekly meetings with teacher... | Smid, Tiffany | 9/5/2016 | Agendas, data spreadsheets, data graphs, formative assessments, anecdotal meeting notes | 5/26/2017 biweekly |
| G1.B1.S3.A2 🔑 A305893 | Leadership team members will attend bi-weekly meetings to help facilitate discussions and ensure... | Richardson, Barry | 9/5/2016 | Agendas, data spreadsheets, data graphs, formative assessments, anecdotal meeting notes | 5/26/2017 biweekly |
| G1.B1.S3.A3 🔑 A305894 | In collaboration with the leadership team members, team leaders will identify discussion points and... | Austing, Andrea | 9/5/2016 | Agendas, data spreadsheets, data graphs, formative assessments, anecdotal meeting notes | 5/26/2017 biweekly |
| G1.B1.S1.MA1 🔑 M311949 | Administrators will review and monitor student achievement data by teacher to evaluate the... | Smid, Tiffany | 8/15/2016 | Data collection from formative assessments, bi-monthly data meeting discussion, i-Ready data, MAP data | 5/31/2017 monthly |
| G1.B1.S1.MA1 🔑 M311950 | The Leadership Team members will participate in PLCs and data meetings, conduct classroom... | Smid, Tiffany | 8/15/2016 | Meeting minutes, agendas, iObservation data, lesson plans and student achievement data | 5/31/2017 weekly |
| G1.B1.S1.MA2 🔑 M311951 | Leadership team members will conduct on-going professional development in response to the teachers'... | Smid, Tiffany | 8/15/2016 | Agendas, lesson plans, iObservation data and student data binders | 5/31/2017 monthly |
| G1.B1.S1.MA3 🔑 M311952 | Leadership team members will monitor student progress during bi-monthly data meetings. | Austing, Andrea | 8/15/2016 | Florida Standards Assessment, i-Ready and grade level common formative assessments | 5/31/2017 one-time |
| G1.B1.S1.A1 🔑 A305885 | Administrators will provide opportunities for professional development on assessment writing,... | Smid, Tiffany | 8/8/2016 | Agendas, sign-in sheets, materials, iObservation data and student achievement data | 5/31/2017 monthly |
| G1.B1.S1.A2 🔑 A305886 | Leadership team will provide coaching, modeling and instructional rounds to support these processes. | Austing, Andrea | 8/15/2016 | Agendas, sign-in sheets, materials, iObservation data and student achievement data | 5/31/2017 weekly |
| G1.B1.S1.A3 🔑 A305887 | Leadership team members will attend PLCs and data meetings to support and coach teachers with... | Richardson, Barry | 8/8/2016 | Agendas, sign-in sheets, iObservation data and student achievement data | 5/31/2017 weekly |
| G1.B1.S1.A4 🔑 A305888 | Teachers will write assessments, review student data and plan instruction in response to data. | Smid, Tiffany | 8/8/2016 | iObservation and student achievement data | 5/31/2017 daily |

# V. Professional Development Opportunities

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

**G1.** Dr. Phillips Elementary will utilize student achievement data to inform, monitor and adjust core and intervention instruction for all students to increase learning gains (Division Priority #2: Accelerate Student Performance).

**G1.B1** Teachers lack understanding of processes for on-going review of student data to inform instruction.

**G1.B1.S1** Administrators will provide specific, targeted professional development for assessment writing and review of student data to inform instruction.

### PD Opportunity 1

Administrators will provide opportunities for professional development on assessment writing, reviewing student data and making instructional decisions based on student data.

#### Facilitator

Tiffany (19725@ocps.net)

#### Participants

All Teachers

#### Schedule

Monthly, from 8/8/2016 to 5/31/2017

### PD Opportunity 2

Leadership team will provide coaching, modeling and instructional rounds to support these processes.

#### Facilitator

Andrea Austing

#### Participants

All Teachers

#### Schedule

Weekly, from 8/15/2016 to 5/31/2017

**PD Opportunity 3**

Leadership team members will attend PLCs and data meetings to support and coach teachers with writing assessments, reviewing data and planning of instruction.

### Facilitator

Andrea Austing (31319@ocps.net)

### Participants

All Teachers

### Schedule

Weekly, from 8/8/2016 to 5/31/2017

**G1.B1.S2** Instructional coaches will provide differentiated support to teachers through the coaching cycle and observation feedback.

### PD Opportunity 1

Coaches will provide differentiated professional development to support teachers with this process.

### Facilitator

Austing, Andrea, Mosquera, Deahva, Wallick, Deanna

### Participants

identified teachers

### Schedule

Monthly, from 9/5/2016 to 5/22/2017

**G1.B2** There is a lack of school-wide structures and resources to support differentiated intervention instruction.

**G1.B2.S1** Administrators will implement and support structures for teams to facilitate the process of data review.

### PD Opportunity 1

Leadership team members will provide professional development to teachers to support implementation of differentiated intervention instruction.

#### Facilitator

Andrea Austing and Deanna Wallick

#### Participants

teachers

#### Schedule

Monthly, from 9/5/2016 to 5/26/2017

**G2.** Teachers and administrators will collaborate and reflect through PLC to implement rigorous, standards-based instruction leading to an increase in student achievement (Division Priority #5: Invest in Human Capital).

**G2.B1** Teachers lack a deep understanding of the Marzano Instructional Framework.

**G2.B1.S1** Administrators will provide teachers with the necessary professional development to deepen their understanding of the Marzano Framework of teaching strategies and how the model connects to the Florida standards.

### PD Opportunity 1

Administrators will provide professional development on the use of the Marzano framework to plan standards-based instruction.

#### Facilitator

Austing, Andrea and Wallick, Deanna

#### Participants

teachers

#### Schedule

Monthly, from 9/5/2016 to 5/26/2017

**PD Opportunity 2**

Leadership team will conduct observations and provide coaching to support understanding and use of the Marzano framework to plan and deliver rigorous, standards-based lessons.

### Facilitator

Andrea Austing

### Participants

All Teachers

### Schedule

Weekly, from 9/5/2016 to 5/26/2017

**PD Opportunity 3**

With leadership support, teachers will work collaboratively in PLCs to plan rigorous standards-based instruction using the Marzano framework.

### Facilitator

Andrea Austing

### Participants

All Teachers

### Schedule

On 5/26/2017

**G2.B2** Teachers lack an understanding of rigorous instruction that meets the level of cognitive demand for the standard.

**G2.B2.S1** Administrators will provide ongoing, targeted professional development and support to plan and deliver rigorous instruction.

**PD Opportunity 1**

Leadership team will provide professional development for planning instruction that meets the cognitive demand for the standards.

### Facilitator

Barry Richardson

### Participants

All Teachers

### Schedule

Monthly, from 9/5/2016 to 5/26/2017

## VI. Technical Assistance Items

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

## VII. Budget

| 1 | G1.B1.S1.A1 | Administrators will provide opportunities for professional development on assessment writing, reviewing student data and making instructional decisions based on student data. | | | $0.00 |
|---|---|---|---|---|---|

| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
|---|---|---|---|---|---|---|
| | 7300 | 239-Other | 1591 - Dr. Phillips Elementary | Other | | $0.00 |

*Notes: PLC conference*

| 2 | G1.B1.S1.A2 | Leadership team will provide coaching, modeling and instructional rounds to support these processes. | | | $2,400.00 |
|---|---|---|---|---|---|

| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
|---|---|---|---|---|---|---|
| | | 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 | Leadership team members will attend PLCs and data meetings to support and coach teachers with writing assessments, reviewing data and planning of instruction. | $0.00 |
|---|---|---|---|
| 4 | G1.B1.S1.A4 | Teachers will write assessments, review student data and plan instruction in response to data. | $0.00 |
| 5 | G1.B1.S2.A1 | Leadership team members will identify teachers who need support with using data to inform instruction through observation and discussion. | $0.00 |
| 6 | G1.B1.S2.A2 | Coaches will provide differentiated professional development to support teachers with this process. | $0.00 |
| 7 | G1.B1.S2.A3 | Coaches will provide on-going support using the coaching cycle. | $0.00 |
| 8 | G1.B1.S3.A1 | Leadership team members will create and implement a schedule for bi-weekly meetings with teacher teams and with the collaboration of team leaders create an agenda for outcomes at each meeting. | $0.00 |
| 9 | G1.B1.S3.A2 | Leadership team members will attend bi-weekly meetings to help facilitate discussions and ensure teams are meeting expected outcomes. | $0.00 |
| 10 | G1.B1.S3.A3 | In collaboration with the leadership team members, team leaders will identify discussion points and outcomes for bi-weekly meetings. | $0.00 |
| 11 | G1.B2.S1.A1 | Administrators will provide support to the teams by organizing intervention resources and purchasing resources for gaps in instruction. | $0.00 |
| 12 | G1.B2.S1.A2 | Leadership team members will provide professional development to teachers to support implementation of differentiated intervention instruction. | $0.00 |

| 13 | G2.B1.S1.A1 | Administrators will provide professional development on the use of the Marzano framework to plan standards-based instruction. | $0.00 |
|---|---|---|---|
| 14 | G2.B1.S1.A2 | Leadership team will conduct observations and provide coaching to support understanding and use of the Marzano framework to plan and deliver rigorous, standards-based lessons. | $0.00 |
| 15 | G2.B1.S1.A3 | With leadership support, teachers will work collaboratively in PLCs to plan rigorous standards-based instruction using the Marzano framework. | $0.00 |
| 16 | G2.B1.S1.A4 | Teachers will implement rigorous standards-based instruction using strategies from the Marzano framework. | $0.00 |
| 17 | G2.B1.S1.A5 | Teachers will review data from common assessments to make instructional shifts. | $0.00 |
| 18 | G2.B2.S1.A1 | Leadership team will provide professional development for planning instruction that meets the cognitive demand for the standards. | $0.00 |
| 19 | G2.B2.S1.A2 | Leadership team will participate alongside teachers in PLC to plan rigorous instruction. | $0.00 |
| 20 | G2.B2.S1.A3 | Teacher teams will use assessment data to progress monitor the effectiveness of lessons delivered. | $0.00 |
| | | Total: | $2,400.00 |