

Orange County Public Schools

Dr. Phillips High



2016-17 Schoolwide Improvement Plan

Dr. Phillips High

6500 TURKEY LAKE RD, Orlando, FL 32819

<https://drphillipshs.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) |
|--|------------------------|---|
| High School PK, 9-12 | No | 54% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 71% |

School Grades History

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

**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 | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 8 |
| Public and Collaborative Teaching | 12 |
| Ambitious Instruction and Learning | 12 |
| 8-Step Planning and Problem Solving Implementation | 18 |
| Goals Summary | 18 |
| Goals Detail | 18 |
| Action Plan for Improvement | 22 |
| Appendix 1: Implementation Timeline | 28 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 29 |
| Professional Development Opportunities | 29 |
| Technical Assistance Items | 32 |
| Appendix 3: Budget to Support Goals | 32 |

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 High

| 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.

Teachers retrieve and utilize student demographic and academic data through various data bases, including Unify, Educational Warehouse, and the Student Management System. Using this information, as well as face to face dialogue and digital communications, teachers contribute to positive and meaningful student relationships. Teachers support athletes by dedicating their time as a panther "mom" & "dad" which also builds connections and relationships with students. Clubs and other school sponsored functions, such as theater, dance, chorus, orchestra, band, etc... are all supported by teachers in their attendance and supervision to such events. In addition, opportunities to build relationships with students take place through school sponsored trips such as with the Center of International Studies trips to other countries, theater magnet trips to various colleges across the United States, as well as all other school sponsored trips. Teachers attend along with students the Annual Tom-Joyner College-Day event at Gaylord Palms Resort & Convention Center in Kissimmee, FL. All these events and functions build, maintain, and support higher motivation and increased academic achievement for our students.

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

Safe School Environment:

During the school day, instructional and administrative personnel were assigned to specific supervision posts throughout the school campus. Supervision is provided before school, between classes, during lunch, and after school. The school has two security guards that supervise the two entry gates (front and back of school). Two additional security guards are assigned "roaming supervision" throughout the campuses between classes. One of the security guards is also assigned "roaming supervision" after school to supervise students who are on campus for extra-curricular activities.

Support for students:

In addition, support systems are in place for students who may be in crisis, are homeless, or in need of other support systems. Support is provided through the Horizon counselor, SAFE Coordinator, Behavior Specialist, Homeless Coordinator, Guidance Counselors, and Deans.

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.

Students are expected to be in class, on time, everyday, in appropriate dress code, and ready to learn. Code of Conduct is reviewed every nine weeks and any discipline challenges is reviewed by providing clear expectations. Progressive discipline plans are in place. Teachers are trained during pre-planning week on disciplinary procedures for students during the school year and updated at faculty meetings when necessary. All deans attend the Discipline Annual Training provided by OCPS. The attendance deans also attend the OCPS Attendance Training.

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.

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

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.

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

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 141 | 182 | 228 | 224 | 775 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 139 | 129 | 88 | 61 | 417 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 86 | 57 | 53 | 11 | 207 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 176 | 167 | 0 | 0 | 343 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 141 | 119 | 69 | 39 | 368 | |

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

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

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

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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

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

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.

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

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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 |
|--------------------|---------------------|
| Knight, Suzanne | Principal |
| Bresk, Bridget | Assistant Principal |
| Dorsett, Alisa | Assistant Principal |
| Ralph, Doug | Assistant Principal |
| Magrino, John | Dean |
| Jackson, Jason | Instructional Coach |
| Mincey, Lakeitha | Assistant Principal |
| Morrow, Vanessa | Assistant Principal |
| Miller, John | Instructional Coach |
| Downs, Jennifer | Instructional Coach |
| Mentzer, Christine | Instructional Media |
| Shuster, Tamie | Dean |
| Smith, Riki | Dean |
| Wells, Rodney | Dean |

b. Duties

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

The school leadership team members consist of the principal, five assistant principals, four discipline deans that also includes working with attendance, a curriculum resource teacher, and a reading coach. The team meets weekly to discuss academic/discipline needs.

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

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

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.

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

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Barrington Maxwell | Education Support Employee |
| Suzanne Knight | Principal |
| Henry Khoury | Parent |
| Phillip Khoury | Student |
| John Montgomery | Parent |
| Rita Cordones | Education Support Employee |
| Sandra Overstreet | Teacher |
| Lakeitha Black | Education Support Employee |
| Nutoshia Carr | Parent |
| Cameron White | Parent |
| Jodi Joostberns | Business/Community |
| Carol-Anne Warren | Parent |
| Charlott Cadiz | Parent |
| Connie Colley | Parent |
| Maureen Michas | Parent |
| Susan Botsford | Parent |
| Judy Jenkins | Business/Community |
| Desoina Blocker | Business/Community |
| Robert Palmer | Teacher |
| Lourdes Carcano | Education Support Employee |
| Trish Deqregorio | Parent |
| Robin O'Donnell | Business/Community |
| Judy Paulsen | Parent |
| Eddy Dominquez | Business/Community |
| Virgil Blocker | Business/Community |
| Honnah Carr | Student |

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

Data is provided by the school for the School Advisory Council members to monitor the successes and weaknesses of school targets. A 39% increase in the area FSA-English Language Arts is the target for the 2016/2017 school year and the projected target for FSA-Mathematics for the 2016/2017 school year is an increase proficiency of 53% or higher.

b. Development of this school improvement plan

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

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

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

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

The School Advisory Council allocated \$17,653.33 for SAC Mini Teacher Grants for the 2016-2017 school year.

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 |
|--------------------|---------------------|
| Miller, John | Instructional Coach |
| Magrino, John | Dean |
| Knight, Suzanne | Principal |
| Mincey, Lakeitha | Assistant Principal |
| Downs, Jennifer | Instructional Coach |
| Mentzer, Christine | Instructional Media |

b. Duties

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

An intense focus on student achievement via literacy within all content areas including, but not limited to, school-wide literacy activities such as:
book club groups, a media center digital group which promotes books, student discussions, book review activities, book talks through English classes, reading class mentors, the use of Khan Academy for reading (and math), "Maker Space"- hands-on student activities (some of which will

connect to books), book related academic games and competitions, and author visits.

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

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.

All content area teachers meet in Professional Learning Communities to discuss curriculum, plan common assessments, and monitor student progress. Teachers who instruct the following courses participate in weekly common planning periods Reading, English Language Arts, Algebra I, Geometry, and Algebra II. All teachers are engaged in bi-monthly Wednesday afternoon planning time which is set aside for specific collaborative planning and instruction.

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

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

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

In addition, teachers experience the coaching cycle and instructional rounds on a on-going bases. Growth Feedback through consistent observations are provided.

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

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

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

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.

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

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

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

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: 7,200

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bresk, Bridget, bridget.bresk@ocps.net

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

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

Strategy: Summer Program

Minutes added to school year: 8,400

Summer School
ACT Prep
PERT Prep

Strategy Rationale

Students that need grade forgiveness in a core content course are given the opportunity to retake the course.

ACT and PERT Prep classes help students prepare for the ACT and PERT exams.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bresk, Bridget, bridget.bresk@ocps.net

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

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

Strategy: After School Program

Minutes added to school year: 2,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Knight, Suzanne, suzanne.knight@ocps.net

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

Weekly minutes are collected.

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. Â§ 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.

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

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

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.

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

a college and career center which provides students with information on potential colleges as well as scholarship opportunities.

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

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

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

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

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

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.

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Dr. Phillips High School will utilize collaborative common planning to produce high-quality and rigorous standards-based instruction. This goal focuses on OCPS District Division Priority #1 Accelerate Student Performance and District Division Priority #2 Invest in human capital.
- G2.** Dr. Philips High School will improve student achievement on high-stakes assessments by creating and implementing quality common, formative, and summative assessments. (Division Priority #2: Accelerate Student Performance). This goal focuses on OCPS District Priority #1: Accelerate Student Performance and District Priority #2: Invest in Human Capital.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), 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 High School will utilize collaborative common planning to produce high-quality and rigorous standards-based instruction. This goal focuses on OCPS District Division Priority #1 Accelerate Student Performance and District Division Priority #2 Invest in human capital. 1a

G084742

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| Algebra I EOC Pass Rate | 52.0 |
| Algebra II EOC Pass Rate | 46.0 |
| Geometry EOC Pass Rate | 60.0 |
| FSA ELA Achievement | 60.0 |
| Bio I EOC Pass | 72.0 |
| U.S. History EOC Pass | 67.0 |
| ELA/Reading Lowest 25% Gains | 54.0 |
| ELA/Reading Gains | 60.0 |
| Math Gains | 58.0 |
| Math Lowest 25% Gains | 62.0 |

Targeted Barriers to Achieving the Goal 3

- Effective Planning Barrier#1 Algebra I and ELA 9th-10th Grades Common Planning Periods
- Effective Planning Barrier#2 Teachers lack understanding of how to match the learning strategy to the cognitive levels of thinking according to the standards.
- Effective Planning Barrier#3 Teachers are not knowledgeable as to how to incorporate and utilize the Marzano Instructional Framework when planning meaningful instructional lessons to deliver high-quality rigorous instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Measurable Topic Plan, Florida State Assessment Item Specifications, CPALMS Curriculum Planning and Learning Management System
- Effective Instructional Tools: Marzano Instructional Framework-Learning Map, Marzano Element Strategy Protocols, Dept of Knowledge Levels of Thinking/Marzano Taxonomy and Marzano Instructional Strategies "Cross Walk" Framework, and Companion Elements Model
- Process for Planning a Rigorous Unit of Instruction Flow Map
- Enhancing the Art and Science of Teaching With Technology by Robert Marzano and Sonny Magana
- PDS Blackboard Online District Training
- Digital Curriculum Resource Materials

Plan to Monitor Progress Toward G1. 8

The Administration Leadership Team will conduct ongoing classroom observations and review student performance data and digital enhancement to determine whether teachers are making progress in planning and delivering high-quality rigorous standards-based instructions.

Person Responsible

Suzanne Knight

Schedule

Quarterly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Evidence will be observed through classroom walkthrough data/classroom observation data, student learning task and/or performance data reflecting student outcomes and evidences.

G2. Dr. Phillips High School will improve student achievement on high-stakes assessments by creating and implementing quality common, formative, and summative assessments. (Division Priority #2: Accelerate Student Performance). This goal focuses on OCPS District Priority #1: Accelerate Student Performance and District Priority #2: Invest in Human Capital. 1a

G084743

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| Bio I EOC Pass | 72.0 |
| U.S. History EOC Pass | 67.0 |
| Algebra II EOC Pass Rate | 46.0 |
| Geometry EOC Pass Rate | 60.0 |
| Algebra I EOC Pass Rate | 52.0 |
| FSA ELA Achievement | 60.0 |
| ELA/Reading Lowest 25% Gains | 54.0 |
| Math Lowest 25% Gains | 60.0 |
| ELA/Reading Gains | 58.0 |
| Math Gains | 62.0 |

Targeted Barriers to Achieving the Goal 3

- Effective Panning Barrier#1 Teachers struggle with creating standard-based aligned Common Formative and Summative Assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Unify-Performance Matters
- District and school-based professional development for Professional Learning Community Leads and teachers
- Reading Coach, Testing Coordinator, CRT, Curriculum and PLC Leaders facilitating professional developments.
- District Formative Assessment Training- Facilitator Guidebook 2016-2017 and Unify Training

Plan to Monitor Progress Toward G2. 8

The administration will conduct data meetings to monitor the level of rigor, standards-based alignment of formative, common, and summative assessments and to analyze student data points.

Person Responsible

Suzanne Knight

Schedule

Monthly, from 8/31/2016 to 5/22/2017

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Dr. Phillips High School will utilize collaborative common planning to produce high-quality and rigorous standards-based instruction. This goal focuses on OCPS District Division Priority #1 Accelerate Student Performance and District Division Priority #2 Invest in human capital. **1**

 G084742

G1.B1 Effective Planning Barrier#1 Algebra I and ELA 9th-10th Grades Common Planning Periods **2**

 B225343

G1.B1.S1 The Master Schedule will address the needed changes to ensure that all Mathematics and ELA teachers share common planning period within specific content areas. **4**

 S237718

Strategy Rationale

This will increase teachers to independently designate specific planning periods to collaborative plan within their content area teams to design assessments and plan effective rigorous standard-based lessons.

Action Step 1 **5**

Gather and create a common planning schedule/calendar of all content areas.

Person Responsible

Jennifer Downs

Schedule

Quarterly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Common Planning Schedule/Calendar and Professional Learning Community Notes.

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

The administration team (Principal, Assistant Principals, Reading Coach, Curriculum Resource Teacher) will attend and support Professional Learning Community Common Planning Meetings.

Person Responsible

Suzanne Knight

Schedule

Biweekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Professional Learning Community Notes

G1.B2 Effective Planning Barrier#2 Teachers lack understanding of how to match the learning strategy to the cognitive levels of thinking according to the standards. 2

 B225344

G1.B2.S1 The Instructional Administrative Team, Curriculum Resource Teacher, and Reading Coach conduct Professional Developments and Curriculum Talks with teachers. 4

 S237719

Strategy Rationale

We believe that this will build teacher capacity and student achievement.

Action Step 1 5

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

Person Responsible

Jennifer Downs

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Administrative Coaching, Informals, and Formal Observations and Evaluations.

Action Step 2 5

Peer Observations will expose new teachers and struggling teachers with professional development opportunities to increase their knowledge and confidence and ability to implement adopted best practices.

Person Responsible

Jennifer Downs

Schedule

Weekly, from 8/29/2016 to 11/14/2016

Evidence of Completion

Teacher peer observation and reflection sheets.

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

Instructional observation data will tracked and measured based-on student achievement.

Person Responsible

Suzanne Knight

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Evidence from student performance on district and high-stakes assessments.

G1.B3 Effective Planning Barrier#3 Teachers are not knowledgeable as to how to incorporate and utilize the Marzano Instructional Framework when planning meaningful instructional lessons to deliver high-quality rigorous instruction. 2

 B225345

G1.B3.S1 Ongoing Professional Developments will engage teachers in the utilization of the Student Levels of Thinking Marzano Cross Walk Framework. 4

 S237720

Strategy Rationale

This process will allow teachers with the opportunity to present standards-based and high-quality instruction.

Action Step 1 5

Teachers will be able to participate in professional developments and model best practices of instructional rounds and peer observations.

Person Responsible

Jennifer Downs

Schedule

Monthly, from 8/29/2016 to 11/11/2016

Evidence of Completion

Evidence will be administrative observation data.

G2. Dr. Phillips High School will improve student achievement on high-stakes assessments by creating and implementing quality common, formative, and summative assessments. (Division Priority #2: Accelerate Student Performance). This goal focuses on OCPS District Priority #1: Accelerate Student Performance and District Priority #2: Invest in Human Capital. 1

G084743

G2.B1 Effective Planning Barrier#1 Teachers struggle with creating standard-based aligned Common Formative and Summative Assessments. 2

B225346

G2.B1.S1 Teachers will receive Unify professional development training in order understand the steps and process of creating common formative assessments. 4

S237721

Strategy Rationale

Based on the implementation of assessment creation and Unify more than 51% of students will demonstrate high-levels of proficiency and mastery of standards.

Action Step 1 5

Curriculum and teacher leaders will be identified, trained, and facilitate assessment creating and Unify professional development trainings.

Person Responsible

Jennifer Downs

Schedule

Monthly, from 8/31/2016 to 5/29/2017

Evidence of Completion

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

Action Step 2 5

The CRT will provide coaching and modeling to support teachers in creating standards-based exit slips and common formative and summative assessments.

Person Responsible

Jennifer Downs

Schedule

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

Evidence of Completion

Evidence will be collected and analyzed during PLC data chats for student mastery of the standards.

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

The administration will monitor student performance. The data will be used from Unify.

Person Responsible

Suzanne Knight

Schedule

Monthly, from 8/30/2016 to 5/25/2017

Evidence of Completion

The evidence will be expected increase in student mastery levels data from common formative assessments, EOC exams, and state assessments.

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

Data will be collected via Unify and teachers will transfer results to data tracking sheets.

Person Responsible

Jennifer Downs

Schedule

Every 3 Weeks, from 9/30/2016 to 5/26/2017

Evidence of Completion

Evidence of success will include increased use of FSA Item Specification Question Stems when creating common formative assessments, EOC exams, and state assessments.

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.B3.S1.A1 A307403 | Teachers will be able to participate in professional developments and model best practices of... | Downs, Jennifer | 8/29/2016 | Evidence will be administrative observation data. | 11/11/2016 monthly |
| G1.B2.S1.A2 A307402 | Peer Observations will expose new teachers and struggling teachers with professional development... | Downs, Jennifer | 8/29/2016 | Teacher peer observation and reflection sheets. | 11/14/2016 weekly |
| G2.MA1 M313685 | The administration will conduct data meetings to monitor the level of rigor, standards-based... | Knight, Suzanne | 8/31/2016 | The results will show increased student achievement in proficiency and/or mastery of the standard from common formative assessments, EOC exam, and state assessment results. | 5/22/2017 monthly |
| G2.B1.S1.MA1 M313684 | The administration will monitor student performance. The data will be used from Unify. | Knight, Suzanne | 8/30/2016 | The evidence will be expected increase in student mastery levels data from common formative assessments, EOC exams, and state assessments. | 5/25/2017 monthly |
| G1.MA1 M313682 | The Administration Leadership Team will conduct ongoing classroom observations and review student... | Knight, Suzanne | 8/29/2016 | Evidence will be observed through classroom walkthrough data/classroom observation data, student learning task and/or performance data reflecting student outcomes and evidences. | 5/26/2017 quarterly |
| G1.B1.S1.MA1 M313680 | The administration team (Principal, Assistant Principals, Reading Coach, Curriculum Resource... | Knight, Suzanne | 8/31/2016 | Professional Learning Community Notes | 5/26/2017 biweekly |
| G1.B1.S1.A1 A307400 | Gather and create a common planning schedule/calendar of all content areas. | Downs, Jennifer | 9/7/2016 | Common Planning Schedule/Calendar and Professional Learning Community Notes. | 5/26/2017 quarterly |
| G1.B2.S1.MA1 M313681 | Instructional observation data will tracked and measured based-on student achievement. | Knight, Suzanne | 8/29/2016 | Evidence from student performance on district and high-stakes assessments. | 5/26/2017 weekly |
| G1.B2.S1.A1 A307401 | The CRT will provide coaching and modeling to support teachers in the delivery in the effective... | Downs, Jennifer | 9/12/2016 | Administrative Coaching, Informals, and Formal Observations and Evaluations. | 5/26/2017 monthly |
| G2.B1.S1.MA1 M313683 | Data will be collected via Unify and teachers will transfer results to data tracking sheets. | Downs, Jennifer | 9/30/2016 | Evidence of success will include increased use of FSA Item Specification Question Stems when creating common formative assessments, EOC exams, and state assessments. | 5/26/2017 every-3-weeks |
| G2.B1.S1.A2 A307405 | The CRT will provide coaching and modeling to support teachers in creating standards-based exit... | Downs, Jennifer | 8/22/2016 | Evidence will be collected and analyzed during PLC data chats for student mastery of the standards. | 5/26/2017 monthly |
| G2.B1.S1.A1 A307404 | Curriculum and teacher leaders will be identified, trained, and facilitate assessment creating and... | Downs, Jennifer | 8/31/2016 | Evidence will be collected through data provided from the instructional framework, PLC minutes, data collected by common assessments, EOC exams, and state assessments. | 5/29/2017 monthly |

V. Professional Development Opportunities

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

G1. Dr. Phillips High School will utilize collaborative common planning to produce high-quality and rigorous standards-based instruction. This goal focuses on OCPS District Division Priority #1 Accelerate Student Performance and District Division Priority #2 Invest in human capital.

G1.B2 Effective Planning Barrier#2 Teachers lack understanding of how to match the learning strategy to the cognitive levels of thinking according to the standards.

G1.B2.S1 The Instructional Administrative Team, Curriculum Resource Teacher, and Reading Coach conduct Professional Developments and Curriculum Talks with teachers.

PD Opportunity 1

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

Facilitator

Participants

Schedule

Monthly, from 9/12/2016 to 5/26/2017

PD Opportunity 2

Peer Observations will expose new teachers and struggling teachers with professional development opportunities to increase their knowledge and confidence and ability to implement adopted best practices.

Facilitator

Participants

Schedule

Weekly, from 8/29/2016 to 11/14/2016

G1.B3 Effective Planning Barrier#3 Teachers are not knowledgeable as to how to incorporate and utilize the Marzano Instructional Framework when planning meaningful instructional lessons to deliver high-quality rigorous instruction.

G1.B3.S1 Ongoing Professional Developments will engage teachers in the utilization of the Student Levels of Thinking Marzano Cross Walk Framework.

PD Opportunity 1

Teachers will be able to participate in professional developments and model best practices of instructional rounds and peer observations.

Facilitator

Jennifer Downs

Participants

Teachers

Schedule

Monthly, from 8/29/2016 to 11/11/2016

G2. Dr. Philips High School will improve student achievement on high-stakes assessments by creating and implementing quality common, formative, and summative assessments. (Division Priority #2: Accelerate Student Performance). This goal focuses on OCPS District Priority #1: Accelerate Student Performance and District Priority #2: Invest in Human Capital.

G2.B1 Effective Panning Barrier#1 Teachers struggle with creating standard-based aligned Common Formative and Summative Assessments.

G2.B1.S1 Teachers will receive Unify professional development training in order understand the steps and process of creating common formative assessments.

PD Opportunity 1

Curriculum and teacher leaders will be identified, trained, and facilitate assessment creating and Unify professional development trainings.

Facilitator

Curriculum Resource Teacher

Participants

Faculty

Schedule

Monthly, from 8/31/2016 to 5/29/2017

PD Opportunity 2

The CRT will provide coaching and modeling to support teachers in creating standards-based exit slips and common formative and summative assessments.

Facilitator

CRT, Curriculum and PLC Leaders.

Participants

Faculty

Schedule

Monthly, from 8/22/2016 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 | Gather and create a common planning schedule/calendar of all content areas. | | | | \$0.00 |
| 2 | G1.B2.S1.A1 | The CRT will provide coaching and modeling to support teachers in the delivery in the effective student engagement strategies i.e. instructional rounds. | | | | \$0.00 |
| 3 | G1.B2.S1.A2 | Peer Observations will expose new teachers and struggling teachers with professional development opportunities to increase their knowledge and confidence and ability to implement adopted best practices. | | | | \$0.00 |
| 4 | G1.B3.S1.A1 | Teachers will be able to participate in professional developments and model best practices of instructional rounds and peer observations. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0931 - Dr. Phillips High | General Fund | | \$1,000.00 |
| | | | Notes: Provide materials as needed for professional development | | | |
| 5 | G2.B1.S1.A1 | Curriculum and teacher leaders will be identified, trained, and facilitate assessment creating and Unify professional development trainings. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0931 - Dr. Phillips High | General Fund | | \$0.00 |
| | | | Notes: Provide materials as needed for professional development | | | |
| 6 | G2.B1.S1.A2 | The CRT will provide coaching and modeling to support teachers in creating standards-based exit slips and common formative and summative assessments. | | | | \$0.00 |
| Total: | | | | | | \$1,000.00 |