

Orange County Public Schools

Dr. Phillips Elementary



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Dr. Phillips Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 school-wide 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 Supports (PBIS) team plans to create a student mentoring program supporting our struggling students. This would involve pairing adult mentors with students to meet monthly for fun and 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, helping students develop decision-making, communication and life-skills, as well as character values. 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.

A Positive Behavioral Interventions and Supports (PBIS) team has been established, which consists of representative teachers from each grade level, ESE personnel, and school leadership team members. This group developed a school-wide PBIS plan, which includes rewards, interventions and on-going data collection. The team will roll out the new PBIS initiative during pre-planning, and will systematically and continually support students as they become acclimated to it. There will be follow up trainings and refreshers for teachers as the year progresses.

The team developed common expectations to be enforced school wide, and teachers will be required to adapt their classroom rules and procedures to the PBIS expectations in order to develop a common language. The PBIS team will meet twice monthly to discuss behavioral and academic data and develop interventions as needed. They will communicate findings, trends, and upcoming initiatives monthly to the rest of the faculty and staff.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 (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), 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	11	7	12	6	12	12	0	0	0	0	0	0	0	60
One or more suspensions	0	0	2	0	3	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	13	25	0	0	0	0	0	0	0	51

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	2	4	5	0	0	0	0	0	0	0	11

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

Students who are identified by the early warning system are provided interventions to help improve their academic performance. For students who struggle with attendance, Child Study Team meetings are held with the parents and an administrator to discuss and determine strategies to improve attendance rates. The parents and the student sign a contract agreeing to these strategies.

Students performing in the lowest 25% as indicated by English Language Arts (ELA) and Math state/school assessments are provided additional support from multiple academic interventions. Students receive increased small group time in class daily as well as additional focused intervention time to address skill deficiency during the school day. DPES also offers an after-school tutoring program and Saturday School. After-school tutoring runs every Tuesday and Thursday afternoon for one hour to support third through fifth grade students who performed in the lowest 25% for ELA and math. Twice a month, students in grades first through fifth are invited to Saturday school for three hours to receive additional support in ELA and math as well. Both the after-school tutoring and Saturday School run from October through March.

Students who have more than one suspension are referred to MTSS. A student-specific behavior plan is developed with the student and the parents to assist the student in decreasing behaviors of concern and their behavioral data is monitored for improvement.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 opportunities 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

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
Austing, Andrea	Instructional Coach
Wallick, Deanna	Instructional Coach
Mosquera, Deahva	Instructional Coach
Mays, Gerai	Assistant Principal

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, GeRai Mays, works collaboratively with the principal to ensure that the school-based team is implementing MTSS. She develops documents necessary to manage and display data that addresses goals and targets identified in the SIP. She 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. She 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. She serves as a grade level PLC member to provide two-way communication and ongoing input from all staff members in shared decision making. She helps clarify and identify appropriate research-based instructional strategies to be utilized during instruction as well as delivering and/or scheduling professional development, and supporting individualized interventions as needed. In addition she provides support 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 provide actionable feedback to teachers. She attends weekly leadership PLC meetings to stay abreast of school issues and collaborate on problem solving techniques for school-wide concerns.

The Reading Coach/Curriculum Compliance Specialist, Deanna Wallick, provides support and professional development to support the K-12 ELA Plan. She models lessons for teachers using research-based strategies and engages in coaching conversations. This allows the teachers to gain valuable insight regarding best practices in the classroom and helps the teacher to take the next steps toward increased student success in the classroom. She facilitates data collection, assists in data analysis and reviews the data with classroom teachers to inform instruction. Furthermore, she supports ELL students by 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, JoAnna Novak, 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, Felicia Roberts, 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. In addition, our new ELL students will use the Imagine Learning program to help them acquire the needed English language skills to help them to be successful in the classroom.

The Homeless Education program, provided through the McKinney-Vento Act, allows for services to students if they are classified as homeless. When parents register, they complete the Orange County Public School Housing questionnaire. The school guidance counselor is the contact for the program and ensures parents are aware of the services available to the family. The District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Dr. Phillips Elementary School has implemented a Student-of-the-Month program. Classroom teachers, the guidance counselor, and/or 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
Andrea Austing	Teacher
Amber Wasendorf	Parent
Leigh Bryant	Teacher
Eddy Dominguez	Parent
Holly Dominguez	Parent
Gerai Mays	Education Support Employee
Lilliam Candelaria	Education Support Employee
Kimberley Guilfooy	Parent
	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 it 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
Mays, Gerai	Assistant Principal
Austing, Andrea	Instructional Coach
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 Literacy Leadership Team (LLT) will continue 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 data student-by-student. The LLT will analyze student

data student-by-student, standard-by-standard. 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 will 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

To encourage positive working relationships between teachers, teams met over the summer for two common planning days for each grade level to meet and collaboratively plan their units of instruction aligned to the standards and the Marzano framework. Team collaborative planning is provided for teams throughout the year with substitutes provided. Professional Learning Communities (PLC) are held three times a week to assist teachers with strategic planning, integrating Marzano strategies, developing/ implementing formative assessments based on the state standards and to hold standards-based discussions on curriculum. Teachers are grouped by grade level as well as interests to form professional learning communities. Teachers are given the opportunity to observe their peers to increase pedagogical knowledge.

Members of the leadership team collaborate to analyze data and identify trends in classrooms. The team identifies areas of success and concern and then develops and implements action plans based on the formative assessment data. The leadership team facilitates to build teacher leadership and capacity through guiding teachers with collaborative planning, data analysis, and professional growth. 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.

In addition, we will provide interactive professional development, deliberate practice professional learning community experiences, literacy team committee meetings, and Positive Behavior Interventions and Support (PBIS) committee meetings so different grade level teachers will be able to collaborate

together to learn best practices and research based strategies to accomplish our School Improvement goals. The PBIS team plans to implement weekly teacher rewards and incentives to recognize their efforts and hard work. The second recognition is the "Take Flight Award." This is where peers nominate peers for recognition of something awesome they did. This recipient recognition is highlighted in the weekly staff newsletter.

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.

The Beginning Teacher Induction Program/Plan follows the district recommendations and additional updates received from the instructional coach meetings. Regular meetings between the mentors and mentees are held both formally and informally to facilitate continual reflection on various aspects of teaching, lesson development, communication, discipline, time management and other professional responsibilities. The rationale for pairings of mentors with mentees traditionally is to select a qualified mentor with the proper credentials (Clinical Education and PDS Online Mentoring Course) who are on the developing professional's grade level. Mentors strengths and personality are also considered to make the best match possible.

Monthly meetings, conducted by Julie Korman, with developing professionals to review various items such as the Marzano framework, integration of technology in the classroom, professional development needs, and discipline strategies, as well as provide opportunities to discuss effective strategies to meet the needs of the students. Additionally, the successes of the teachers are discussed and celebrated. Activities are also designed to support current on-going professional development. The instructional coach meets with the mentor/ mentee team for ongoing collaboration. New teachers are required to complete the OCPS requirements for certification by participating in structured activities as provided by their mentor and instructional coaches.

Our Instructional Resource Coaches, Mrs. Andrea Austing, Mrs. Deahva Mosquera and Mrs. Deanna Wallick, also serve as mentors to teachers by 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 at least twice each week in Professional Learning Communities with a leadership team member present to intentionally plan for instruction, discuss best practices of teaching, create and review common formative assessments 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 Curriculum Resource Materials (CRMs) that are posted on IMS to support instructional planning. The time dedicated for common planning is focused on creating common formative assessments, crafting standards based lessons and developing appropriate activities that align. 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.

During the planning time, i-Ready formative assessment data, and teacher created standards based assessments are used to monitor academic progress and analyze instructional gaps. Through this ongoing data analysis, the leadership team and teachers monitor the instructional focus calendar for areas of progress and deficiencies, collaboratively plan for standards requiring additional time of core instruction, identify which students need additional support for intervention and plan strategies for re-teaching of specific reading and math standards. In addition, the teams collaborate to identify through data which students are in need of enrichment in the different academic areas and share resources

for enrichment.

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 preschool classes for students with varying exceptionalities, a resource program for students with Individualized Education Plans (IEPs), two classes for students with emotional/behavioral needs (EBD Units), and seven 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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 that 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Staff will collaboratively plan to provide a rigorous curriculum using content specific complex texts and standards-aligned tasks measured by ongoing formative assessment.
- G2.** Leadership and teachers will structure, implement, and monitor a Multi-Tiered System of Support (MTSS) that focuses on academic gaps and enrichment. (Division Priority #2: Accelerate Student Performance).
- G3.** Staff will create a positive school culture by building strong relationships among students, parents and Staff, resulting in a safe and orderly environment that supports and enhances student achievement.

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. Staff will collaboratively plan to provide a rigorous curriculum using content specific complex texts and standards-aligned tasks measured by ongoing formative assessment. 1a

G095176

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	76.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to develop and deepen understanding of standards-aligned tasks using content specific complex texts.
- Teachers need support and coaching for implementation of standards-aligned tasks to increase student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District and school-based professional development, iReady resources, coaching cycle

Plan to Monitor Progress Toward G1. 8

Administration will monitor projected reading proficiency according to iReady diagnostic and growth monitoring assessments.

Person Responsible

Tiffany Smid

Schedule

Every 2 Months, from 10/23/2017 to 5/28/2018

Evidence of Completion

iReady reading data

G2. Leadership and teachers will structure, implement, and monitor a Multi-Tiered System of Support (MTSS) that focuses on academic gaps and enrichment. (Division Priority #2: Accelerate Student Performance). 1a

G095177

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	78.0
ELA/Reading Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of the MTSS process.
- There is a lack of school-wide structures that support the MTSS process.

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 Curriculum Resource Materials (CRMs), Learning Sciences Resources

Plan to Monitor Progress Toward G2. 8

Administrators will analyze student assessment data to determine if processes are being implemented with fidelity to increase student achievement through implementation of the MTSS process.

Person Responsible

Tiffany Smid

Schedule

Weekly, from 8/7/2017 to 5/28/2018

Evidence of Completion

Agendas, PLC meeting notes, iObservation data and student data binders

G3. Staff will create a positive school culture by building strong relationships among students, parents and Staff, resulting in a safe and orderly environment that supports and enhances student achievement. 1a

G095178

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	78.0
ELA/Reading Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- There is not a uniform, school-wide structure to guide staff in reinforcing positive expectations, creating a positive environment, and handling discipline proactively.
- Teachers may lack an understanding of the correlation between building strong relationships and student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G3. 8

Leadership team members will review discipline data trends and survey trends to measure changes in school culture.

Person Responsible

Geraí Mays

Schedule

Monthly, from 10/2/2017 to 5/30/2018

Evidence of Completion

Referral data, EDW reports, survey data, monthly PBIS meeting notes

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

 = Problem Solving Step  S123456 = Quick Key

G1. Staff will collaboratively plan to provide a rigorous curriculum using content specific complex texts and standards-aligned tasks measured by ongoing formative assessment. **1**

 G095176

G1.B1 Teachers need to develop and deepen understanding of standards-aligned tasks using content specific complex texts. **2**

 B256160

G1.B1.S1 A team of classroom teachers and the principal will attend six District Professional Learning Community (DPLC) meetings throughout the school year to deepen understanding and implementation of standards-aligned tasks using content specific complex texts. **4**

 S270763

Strategy Rationale

Developing a team of classroom teachers will empower teachers to lead teams in developing understanding of researched-based reading strategies.

Action Step 1 **5**

A team of classroom teachers and the principal, identified as the DPLC team, will participate as a PLC to deepen understanding of standards-aligned tasks using content specific complex texts

Person Responsible

Tiffany Smid

Schedule

Monthly, from 9/4/2017 to 5/28/2018

Evidence of Completion

PLC notes, team plan to implement strategies

Action Step 2 **5**

The DPLC team will participate in instructional rounds to deepen understanding of identified reading strategies and how to implement in the classroom to improve student achievement.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 9/25/2017 to 5/28/2018

Evidence of Completion

Professional development plan, teacher reflections, iObservation data, student assessment data

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

Conduct classroom observations to monitor and improve implementation of reading strategies.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 9/25/2017 to 5/28/2018

Evidence of Completion

iObservation data, teacher reflection, student assessment data

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

Review student achievement data to monitor effectiveness of strategies implemented.

Person Responsible

Tiffany Smid

Schedule

Quarterly, from 10/23/2017 to 5/28/2018

Evidence of Completion

iReady data, formative assessment data

G1.B1.S2 The DPLC team will plan and facilitate professional development on standards-aligned tasks using content specific complex texts for all classroom teachers throughout the school year. **4**

 S270764

Strategy Rationale

Teachers will develop understanding and share connections from fellow colleagues who are engaged in the work.

Action Step 1 **5**

The DPLC team will plan, develop and facilitate professional development on implementation of standards-aligned tasks using content specific complex texts for teachers following each district DPLC meeting.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 9/25/2017 to 5/28/2018

Evidence of Completion

Professional development materials, teacher reflections

Action Step 2 **5**

Teachers will use reading strategies in the classroom and then participate in follow-up activities to further clarify and deepen understanding.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 9/25/2017 to 5/28/2018

Evidence of Completion

Teacher reflection, iObservation

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

The DPLC team will monitor teacher understanding of reading strategies through classroom observation and teacher participation in follow-up activities.

Person Responsible

Deanna Wallick

Schedule

Monthly, from 9/25/2017 to 5/28/2018

Evidence of Completion

iObservation reports, teacher reflections, deliverables from follow-up activities

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

Administration will review observation feedback and student reading achievement data.

Person Responsible

Tiffany Smid

Schedule

Every 2 Months, from 10/23/2017 to 5/28/2018

Evidence of Completion

iReady diagnostic and growth monitor data, formative assessment data

G1.B2 Teachers need support and coaching for implementation of standards-aligned tasks to increase student achievement. **2**

 B256161

G1.B2.S1 Build capacity of classroom teachers on the DPLC team to support and coach peers with implementation of reading strategies. **4**

 S270765

Strategy Rationale

Building capacity of teacher leaders will strengthen school-wide effectiveness of reading instruction thus improving student achievement.

Action Step 1 **5**

Provide professional development to DPLC team for how to lead instructional rounds with their team and delivering coaching conversations to struggling teachers.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 9/4/2017 to 5/28/2018

Evidence of Completion

Teacher reflections, iObservation data, professional development materials

Action Step 2 **5**

Teacher teams participate in instructional rounds to deepen understanding of reading strategies and share ideas for implementation to improve student achievement.

Person Responsible

Tiffany Smid

Schedule

Every 6 Weeks, from 9/4/2017 to 5/28/2018

Evidence of Completion

Teacher reflections, iObservation data, professional development materials, student artifacts

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

Leadership team will attend and support instructional rounds, provide classroom observation feedback and monitor student achievement data.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 9/25/2017 to 5/28/2018

Evidence of Completion

iObservation data, teacher reflection, iReady and formative assessment data

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

Administration will review observation data and student achievement data to monitor effectiveness of implementation of reading strategies.

Person Responsible

Tiffany Smid

Schedule

Quarterly, from 10/23/2017 to 5/28/2018

Evidence of Completion

iObservation data, student achievement data

G1.B2.S2 Provide support and coaching to struggling teachers with implementation of reading strategies. 4

 S270766

Strategy Rationale

With support, teachers will continue to grow and improve classroom practices resulting in increased student achievement scores.

Action Step 1 5

Instructional coaches will provide support through the coaching cycle to struggling teachers.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 10/2/2017 to 5/28/2018

Evidence of Completion

Teacher reflections, iObservation data

Action Step 2 5

Instructional coaches will develop and deliver targeted professional development for struggling teachers.

Person Responsible

Tiffany Smid

Schedule

Quarterly, from 10/2/2017 to 5/28/2018

Evidence of Completion

Professional development materials, iObservation data

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Instructional coaches will monitor implementation of reading strategies through classroom observation.

Person Responsible

Tiffany Smid

Schedule

Every 6 Weeks, from 10/2/2017 to 5/28/2018

Evidence of Completion

iObservation data, teacher reflections

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will monitor student achievement data in response to implementation of reading strategies

Person Responsible

Tiffany Smid

Schedule

Quarterly, from 10/2/2017 to 5/28/2018

Evidence of Completion

iReady diagnostic, growth monitoring data

G2. Leadership and teachers will structure, implement, and monitor a Multi-Tiered System of Support (MTSS) that focuses on academic gaps and enrichment. (Division Priority #2: Accelerate Student Performance). 1

G095177

G2.B1 Teachers lack understanding of the MTSS process. 2

B256162

G2.B1.S1 Administrators will provide comprehensive professional development for the MTSS process.

4

S270767

Strategy Rationale

Providing teachers with professional development will increase teachers' knowledge and understanding of the MTSS process.

Action Step 1 5

Instructional coaches will provide professional development for all instructional staff on MTSS and how it will be monitored and implemented at Dr. Phillips Elementary

Person Responsible

Tiffany Smid

Schedule

Quarterly, from 8/7/2017 to 5/28/2018

Evidence of Completion

Agendas, sign-in sheets, materials, MTSS documentation paperwork

Action Step 2 5

Leadership team will provide coaching, modeling and on-going PD to support implementation of differentiated instruction and the MTSS process.

Person Responsible

Deahva Mosquera

Schedule

Monthly, from 8/7/2017 to 5/28/2018

Evidence of Completion

Agendas, sign-in sheets, materials, MTSS documentation paperwork

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

The leadership team members will review the MTSS process by monitoring student data and the effectiveness in response to interventions.

Person Responsible

Tiffany Smid

Schedule

Weekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Classroom observation, PLC and data meeting discussion, student data

Plan to Monitor Fidelity of Implementation of G2.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 8/14/2017 to 5/28/2018

Evidence of Completion

Classroom observation, PLC and data meeting discussion, student data

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

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

Person Responsible

Tiffany Smid

Schedule

Biweekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

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

G2.B1.S2 Instructional coaches will provide support throughout the school year during PLC, data meetings and targeted professional development as needed. 4

S270768

Strategy Rationale

This will provide additional supports to new and struggling teachers with the MTSS process.

Action Step 1 5

Leadership team members will identify teachers who need support with implementation and monitoring of the MTSS process.

Person Responsible

Geraí Mays

Schedule

Biweekly, from 8/14/2017 to 5/26/2018

Evidence of Completion

iObservation data, student achievement data, MTSS documentation paperwork, self-assessment results

Action Step 2 5

Coaches will provide differentiated professional development to support teachers with differentiating instruction and the MTSS process.

Person Responsible

Deahva Mosquera

Schedule

Monthly, from 9/4/2017 to 5/28/2018

Evidence of Completion

Observation data, data sheets, MTSS documentation paperwork

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators will conduct monthly progress checks of student assessment data and monitor interventions provided to students in response to data.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 9/4/2017 to 5/26/2018

Evidence of Completion

Student assessment data, MTSS documentation

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Leadership team members will meet weekly to discuss progress with interventions and review student data.

Person Responsible

Tiffany Smid

Schedule

Biweekly, from 9/4/2017 to 5/26/2018

Evidence of Completion

iObservation data, student assessment data, MTSS documentation

G2.B2 There is a lack of school-wide structures that support the MTSS process. **2**

 B256163

G2.B2.S1 Leadership team members will establish structures to monitor and support the MTSS process and review of student data. **4**

 S270769

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**

With the support of teachers, the leadership team will design, implement and support structures for providing interventions and on-going review of student data.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Intervention schedules, 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 9/4/2017 to 5/26/2018

Evidence of Completion

Agendas, artifacts, lesson plans, student achievement data

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

Leadership team will monitor progress through classroom observations, PLC meetings and review of student achievement data.

Person Responsible

Gerei Mays

Schedule

Biweekly, from 9/26/2017 to 5/26/2018

Evidence of Completion

iObservation data, student achievement data, agendas, artifacts, PLC notes

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

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

Person Responsible

Gerei Mays

Schedule

Biweekly, from 9/26/2017 to 5/26/2018

Evidence of Completion

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

G2.B2.S2 MTSS coach will monitor MTSS process, support all stakeholders and ensure process is done with fidelity. 4

 S270770

Strategy Rationale

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

Action Step 1 5

MTSS coach will meet with leadership team, teachers, and parents to monitor student achievement data for tier 2 and 3 students and as a team assign/adjust intervention strategies accordingly.

Person Responsible

Deahva Mosquera

Schedule

Monthly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Student data, MTSS notes

Action Step 2 5

Leadership team will monitor agreed upon interventions and support struggling teachers with additional professional development and coaching.

Person Responsible

Gerei Mays

Schedule

Biweekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

MTSS meeting notes, PLC notes, observation data and student data

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Leadership team will monitor student data to ensure progress is being made towards proficiency or interventions are adjusted.

Person Responsible

Gerei Mays

Schedule

Monthly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Student achievement data, MTSS notes, leadership team adgendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Leadership team will monitor student achievement data and implemented interventions of tier 2 and 3 students.

Person Responsible

Tiffany Smid

Schedule

Monthly, from 8/28/2017 to 5/28/2018

Evidence of Completion

iObservation data, student achievement data, iReady data, MTSS meeting notes

G2.B2.S3 Teachers will monitor student progress in response to interventions, communicate to all stakeholders and make adjustments as needed. 4

 S270771

Strategy Rationale

Ongoing monitoring of processes and communication is critical to realize positive outcomes for all students.

Action Step 1 5

Team teachers will review progress monitoring data to ensure progress in response to adjustments in instruction.

Person Responsible

Deanna Wallick

Schedule

Every 3 Weeks, from 9/4/2017 to 5/28/2018

Evidence of Completion

Data spreadsheets from common formative assessment and iReady diagnostics and growth monitoring

Action Step 2 5

Team teachers will collaborate to respond to progress monitoring data and adjust instruction.

Person Responsible

Deanna Wallick

Schedule

Weekly, from 9/4/2017 to 5/28/2018

Evidence of Completion

PLC notes, lesson plans, iObservation data, classroom walkthrough notes

G3. Staff will create a positive school culture by building strong relationships among students, parents and Staff, resulting in a safe and orderly environment that supports and enhances student achievement. 1

G095178

G3.B1 There is not a uniform, school-wide structure to guide staff in reinforcing positive expectations, creating a positive environment, and handling discipline proactively. 2

B256164

G3.B1.S1 A Positive Behavioral Leadership team, made up of teachers and administrators, will provide initial and ongoing training and support for staff and students on a school-wide Positive Behavioral Interventions and Supports (PBIS) plan. 4

S270772

Strategy Rationale

Teachers will use common language, have common expectations, and assist with implementation of school-wide initiatives to create a safe, positive, and orderly environment.

Action Step 1 5

PBIS leadership team will meet and work to develop and support a specialized framework for positive communication, proactive behavioral management and behavior interventions.

Person Responsible

Gerei Mays

Schedule

Monthly, from 7/17/2017 to 7/18/2017

Evidence of Completion

Agendas, sign-in sheets, materials and artifacts

Action Step 2 5

PBIS leadership team will train staff on the DPES framework for positive behavior support.

Person Responsible

Gerei Mays

Schedule

On 8/11/2017

Evidence of Completion

Agendas, artifacts, sign in sheets

Action Step 3 5

Weekly communication, specific positive acknowledgement, and ongoing social skills reinforcement will be carried out to trigger and maintain school-wide prosocial behavior.

Person Responsible

Gerei Mays

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Emails, awards, artifacts

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

School-wide adaptation of PBIS will be monitored by PBIS leadership team, and feedback will be provided as needed.

Person Responsible

Gerei Mays

Schedule

Monthly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Observation data, meeting agendas and minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom adaptation of PBIS will be monitored by school leadership team, and feedback will be provided as needed.

Person Responsible

Gerei Mays

Schedule

Monthly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Observation data, meeting agendas and minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Leadership team will monitor discipline data to evaluate the effectiveness of PBIS implementation.

Person Responsible

Gerei Mays

Schedule

Monthly, from 10/2/2017 to 5/30/2018

Evidence of Completion

Referral data, EDW reports, monthly PBIS meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

PBIS leadership team will administer school climate surveys periodically to parents, students, and staff to gauge the effectiveness of school wide structures.

Person Responsible

Gerei Mays

Schedule

Every 2 Months, from 9/4/2017 to 5/30/2018

Evidence of Completion

Survey data, PBIS meeting notes

G3.B1.S2 A school-wide, common discipline matrix will be used to assist staff members with managing student behavior and properly communicating with parents. 4

 S270773

Strategy Rationale

Students will learn in an orderly environment with clear expectations and procedures.

Action Step 1 5

New discipline matrix will be developed by school leadership team to outline a procedure for responding to behavior and communicating with parents.

Person Responsible

Gerei Mays

Schedule

On 8/4/2017

Evidence of Completion

Discipline Matrix

Action Step 2 5

Training, guidance and feedback will be ongoing and differentiated to support staff in responding to discipline matters in a strategic, positive manner.

Person Responsible

Gerei Mays

Schedule

Quarterly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Sign in sheets, iObservation notes, meeting notes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Leadership team will monitor teachers for correct implementation of discipline procedures, through observation.

Person Responsible

Gerei Mays

Schedule

Weekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Leadership team meeting notes, iObservation data, informal observation data

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Leadership team will monitor discipline data to evaluate the effectiveness of discipline policies and procedures.

Person Responsible

Gerei Mays

Schedule

Monthly, from 10/2/2017 to 5/30/2018

Evidence of Completion

Leadership team meeting notes, referral data, EDW statistics

G3.B2 Teachers may lack an understanding of the correlation between building strong relationships and student achievement. **2**

 B256165

G3.B2.S1 Teachers will be provided professional development on building a positive classroom culture with high expectations for all students. **4**

 S270774

Strategy Rationale

Teachers will understand the relationship between school/classroom culture and student success.

Action Step 1 **5**

Leadership team will train teachers on culturally responsive classroom strategies.

Person Responsible

Gerei Mays

Schedule

Quarterly, from 8/14/2017 to 5/28/2018

Evidence of Completion

PD materials, sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

PBIS team will monitor effectiveness of PD through observations, surveys and follow-up conversations

Person Responsible

Gerei Mays

Schedule

Monthly, from 10/23/2017 to 5/28/2018

Evidence of Completion

observations, meeting notes, survey results

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

PBIS team will monitor effectiveness of PD implemented.

Person Responsible

Gerei Mays

Schedule

Quarterly, from 9/25/2017 to 5/28/2018

Evidence of Completion

survey results, meeting notes, observation data

G3.B2.S2 Develop a student-teacher mentoring program for one-on-one support for identified students.

4

 S270775

Strategy Rationale

Student to staff relationships will be strengthened.

Action Step 1 5

Identify students to be targeted for the student-teacher mentoring program.

Person Responsible

Gerei Mays

Schedule

On 9/4/2017

Evidence of Completion

Monthly meeting notes, student discipline and achievement data

Action Step 2 5

Develop school-wide mentoring activities that are planned, organized, scheduled and carried out throughout the school year.

Person Responsible

Gerei Mays

Schedule

Monthly, from 9/25/2017 to 5/28/2018

Evidence of Completion

monthly meeting notes, student discipline and achievement data

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

PBIS team will meet monthly to review mentoring activities including student involvement and engagement.

Person Responsible

Gerei Mays

Schedule

Quarterly, from 10/23/2017 to 5/28/2018

Evidence of Completion

student achievement and behavior data

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

PBIS committee will review student achievement and behavior data.

Person Responsible

Gerei Mays

Schedule

Monthly, from 10/23/2017 to 5/28/2018




















Evidence of Completion

student attendance, student surveys, student behavior and achievement data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S1.A1 A362767	PBIS leadership team will meet and work to develop and support a specialized framework for positive...	Mays, Gerai	7/17/2017	Agendas, sign-in sheets, materials and artifacts	7/18/2017 monthly
G3.B1.S2.A1 A362770	New discipline matrix will be developed by school leadership team to outline a procedure for...	Mays, Gerai	7/31/2017	Discipline Matrix	8/4/2017 one-time
G3.B1.S1.A2 A362768	PBIS leadership team will train staff on the DPES framework for positive behavior support.	Mays, Gerai	8/7/2017	Agendas, artifacts, sign in sheets	8/11/2017 one-time
G3.B2.S2.A1 A362773	Identify students to be targeted for the student-teacher mentoring program.	Mays, Gerai	8/14/2017	Monthly meeting notes, student discipline and achievement data	9/4/2017 one-time
G3.B1.S1.A3 A362769	Weekly communication, specific positive acknowledgement, and ongoing social skills reinforcement...	Mays, Gerai	8/14/2017	Emails, awards, artifacts	5/25/2018 weekly
G2.B2.S1.MA1 M387621	Leadership team will review student achievement data monthly to monitor effectiveness of...	Mays, Gerai	9/26/2017	iObservation data, student achievement data, lesson plans, PLC notes	5/26/2018 biweekly
G2.B2.S1.MA1 M387622	Leadership team will monitor progress through classroom observations, PLC meetings and review of...	Mays, Gerai	9/26/2017	iObservation data, student achievement data, agendas, artifacts, PLC notes	5/26/2018 biweekly
G2.B2.S1.A2 A362762	Leadership team members will provide professional development to teachers to support implementation...	Austing, Andrea	9/4/2017	Agendas, artifacts, lesson plans, student achievement data	5/26/2018 monthly
G2.B1.S2.MA1 M387619	Leadership team members will meet weekly to discuss progress with interventions and review student...	Smid, Tiffany	9/4/2017	iObservation data, student assessment data, MTSS documentation	5/26/2018 biweekly
G2.B1.S2.MA1 M387620	Administrators will conduct monthly progress checks of student assessment data and monitor...	Smid, Tiffany	9/4/2017	Student assessment data, MTSS documentation	5/26/2018 monthly
G2.B1.S2.A1 A362759	Leadership team members will identify teachers who need support with implementation and monitoring...	Mays, Gerai	8/14/2017	iObservation data, student achievement data, MTSS documentation paperwork, self-assessment results	5/26/2018 biweekly
G1.MA1 M387615	Administration will monitor projected reading proficiency according to iReady diagnostic and growth...	Smid, Tiffany	10/23/2017	iReady reading data	5/28/2018 every-2-months
G2.MA1 M387625	Administrators will analyze student assessment data to determine if processes are being implemented...	Smid, Tiffany	8/7/2017	Agendas, PLC meeting notes, iObservation data and student data binders	5/28/2018 weekly
G1.B1.S1.MA1 M387607	Review student achievement data to monitor effectiveness of strategies implemented.	Smid, Tiffany	10/23/2017	iReady data, formative assessment data	5/28/2018 quarterly
G1.B1.S1.MA1 M387608	Conduct classroom observations to monitor and improve implementation of reading strategies.	Smid, Tiffany	9/25/2017	iObservation data, teacher reflection, student assessment data	5/28/2018 monthly
G1.B1.S1.A1 A362749	A team of classroom teachers and the principal, identified as the DPLC team, will participate as a...	Smid, Tiffany	9/4/2017	PLC notes, team plan to implement strategies	5/28/2018 monthly
G1.B1.S1.A2 A362750	The DPLC team will participate in instructional rounds to deepen understanding of identified...	Smid, Tiffany	9/25/2017	Professional development plan, teacher reflections, iObservation data, student assessment data	5/28/2018 monthly
G1.B2.S1.MA1 M387611	Administration will review observation data and student achievement data to monitor effectiveness...	Smid, Tiffany	10/23/2017	iObservation data, student achievement data	5/28/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1  M387612	Leadership team will attend and support instructional rounds, provide classroom observation...	Smid, Tiffany	9/25/2017	iObservation data, teacher reflection, iReady and formative assessment data	5/28/2018 monthly
G1.B2.S1.A1  A362753	Provide professional development to DPLC team for how to lead instructional rounds with their team...	Smid, Tiffany	9/4/2017	Teacher reflections, iObservation data, professional development materials	5/28/2018 monthly
G1.B2.S1.A2  A362754	Teacher teams participate in instructional rounds to deepen understanding of reading strategies and...	Smid, Tiffany	9/4/2017	Teacher reflections, iObservation data, professional development materials, student artifacts	5/28/2018 every-6-weeks
G2.B1.S1.MA1  M387616	Administrators will review and monitor individual student achievement data to evaluate the...	Smid, Tiffany	8/14/2017	Data collection from formative assessments, bi-weekly data meeting discussion, i-Ready data, MAP data	5/28/2018 biweekly
G2.B1.S1.MA1  M387617	The leadership team members will review the MTSS process by monitoring student data and the...	Smid, Tiffany	8/14/2017	Classroom observation, PLC and data meeting discussion, student data	5/28/2018 weekly
G2.B1.S1.MA2  M387618	Leadership team members will conduct on-going professional development in response to the teachers'...	Smid, Tiffany	8/14/2017	Classroom observation, PLC and data meeting discussion, student data	5/28/2018 monthly
G2.B1.S1.A1  A362757	Instructional coaches will provide professional development for all instructional staff on MTSS...	Smid, Tiffany	8/7/2017	Agendas, sign-in sheets, materials, MTSS documentation paperwork	5/28/2018 quarterly
G2.B1.S1.A2  A362758	Leadership team will provide coaching, modeling and on-going PD to support implementation of...	Mosquera, Deahva	8/7/2017	Agendas, sign-in sheets, materials, MTSS documentation paperwork	5/28/2018 monthly
G2.B2.S1.A1  A362761	With the support of teachers, the leadership team will design, implement and support structures for...	Smid, Tiffany	8/21/2017	Intervention schedules, student achievement data	5/28/2018 monthly
G3.B2.S1.MA1  M387632	PBIS team will monitor effectiveness of PD implemented.	Mays, Gerai	9/25/2017	survey results, meeting notes, observation data	5/28/2018 quarterly
G3.B2.S1.MA1  M387633	PBIS team will monitor effectiveness of PD through observations, surveys and follow-up conversations	Mays, Gerai	10/23/2017	observations, meeting notes, survey results	5/28/2018 monthly
G3.B2.S1.A1  A362772	Leadership team will train teachers on culturally responsive classroom strategies.	Mays, Gerai	8/14/2017	PD materials, sign in sheets	5/28/2018 quarterly
G1.B1.S2.MA1  M387609	Administration will review observation feedback and student reading achievement data.	Smid, Tiffany	10/23/2017	iReady diagnostic and growth monitor data, formative assessment data	5/28/2018 every-2-months
G1.B1.S2.MA1  M387610	The DPLC team will monitor teacher understanding of reading strategies through classroom...	Wallick, Deanna	9/25/2017	iObservation reports, teacher reflections, deliverables from follow-up activities	5/28/2018 monthly
G1.B1.S2.A1  A362751	The DPLC team will plan, develop and facilitate professional development on implementation of...	Smid, Tiffany	9/25/2017	Professional development materials, teacher reflections	5/28/2018 monthly
G1.B1.S2.A2  A362752	Teachers will use reading strategies in the classroom and then participate in follow-up activities...	Smid, Tiffany	9/25/2017	Teacher reflection, iObservation	5/28/2018 monthly
G1.B2.S2.MA1  M387613	Administration will monitor student achievement data in response to implementation of reading...	Smid, Tiffany	10/2/2017	iReady diagnostic, growth monitoring data	5/28/2018 quarterly
G1.B2.S2.MA1  M387614	Instructional coaches will monitor implementation of reading strategies through classroom...	Smid, Tiffany	10/2/2017	iObservation data, teacher reflections	5/28/2018 every-6-weeks
G1.B2.S2.A1  A362755	Instructional coaches will provide support through the coaching cycle to struggling teachers.	Smid, Tiffany	10/2/2017	Teacher reflections, iObservation data	5/28/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A2 A362756	Instructional coaches will develop and deliver targeted professional development for struggling...	Smid, Tiffany	10/2/2017	Professional development materials, iObservation data	5/28/2018 quarterly
G2.B1.S2.A2 A362760	Coaches will provide differentiated professional development to support teachers with...	Mosquera, Deahva	9/4/2017	Observation data, data sheets, MTSS documentation paperwork	5/28/2018 monthly
G2.B2.S2.MA1 M387623	Leadership team will monitor student achievement data and implemented interventions of tier 2 and 3...	Smid, Tiffany	8/28/2017	iObservation data, student achievement data, iReady data, MTSS meeting notes	5/28/2018 monthly
G2.B2.S2.MA1 M387624	Leadership team will monitor student data to ensure progress is being made towards proficiency or...	Mays, Gerai	8/28/2017	Student achievement data, MTSS notes, leadership team adgendas	5/28/2018 monthly
G2.B2.S2.A1 A362763	MTSS coach will meet with leadership team, teachers, and parents to monitor student achievement...	Mosquera, Deahva	8/21/2017	Student data, MTSS notes	5/28/2018 monthly
G2.B2.S2.A2 A362764	Leadership team will monitor agreed upon interventions and support struggling teachers with...	Mays, Gerai	8/28/2017	MTSS meeting notes, PLC notes, observation data and student data	5/28/2018 biweekly
G3.B2.S2.MA1 M387634	PBIS committee will review student achievement and behavior data.	Mays, Gerai	10/23/2017	student attendance, student surveys, student behavior and achievement data	5/28/2018 monthly
G3.B2.S2.MA1 M387635	PBIS team will meet monthly to review mentoring activities including student involvement and...	Mays, Gerai	10/23/2017	student achievement and behavior data	5/28/2018 quarterly
G3.B2.S2.A2 A362774	Develop school-wide mentoring activities that are planned, organized, scheduled and carried out...	Mays, Gerai	9/25/2017	monthly meeting notes, student discipline and achievement data	5/28/2018 monthly
G2.B2.S3.A1 A362765	Team teachers will review progress monitoring data to ensure progress in response to adjustments in...	Wallick, Deanna	9/4/2017	Data spreadsheets from common formative assessment and iReady diagnostics and growth monitoring	5/28/2018 every-3-weeks
G2.B2.S3.A2 A362766	Team teachers will collaborate to respond to progress monitoring data and adjust instruction.	Wallick, Deanna	9/4/2017	PLC notes, lesson plans, iObservation data, classroom walkthrough notes	5/28/2018 weekly
G3.MA1 M387636	Leadership team members will review discipline data trends and survey trends to measure changes in...	Mays, Gerai	10/2/2017	Referral data, EDW reports, survey data, monthly PBIS meeting notes	5/30/2018 monthly
G3.B1.S1.MA1 M387626	Leadership team will monitor discipline data to evaluate the effectiveness of PBIS implementation.	Mays, Gerai	10/2/2017	Referral data, EDW reports, monthly PBIS meeting notes	5/30/2018 monthly
G3.B1.S1.MA4 M387627	PBIS leadership team will administer school climate surveys periodically to parents, students, and...	Mays, Gerai	9/4/2017	Survey data, PBIS meeting notes	5/30/2018 every-2-months
G3.B1.S1.MA1 M387628	School-wide adaptation of PBIS will be monitored by PBIS leadership team, and feedback will be...	Mays, Gerai	9/4/2017	Observation data, meeting agendas and minutes	5/30/2018 monthly
G3.B1.S1.MA3 M387629	Classroom adaptation of PBIS will be monitored by school leadership team, and feedback will be...	Mays, Gerai	9/4/2017	Observation data, meeting agendas and minutes	5/30/2018 monthly
G3.B1.S2.MA1 M387630	Leadership team will monitor discipline data to evaluate the effectiveness of discipline policies...	Mays, Gerai	10/2/2017	Leadership team meeting notes, referral data, EDW statistics	5/30/2018 monthly
G3.B1.S2.MA1 M387631	Leadership team will monitor teachers for correct implementation of discipline procedures, through...	Mays, Gerai	9/4/2017	Leadership team meeting notes, iObservation data, informal observation data	5/30/2018 weekly
G3.B1.S2.A2 A362771	Training, guidance and feedback will be ongoing and differentiated to support staff in responding...	Mays, Gerai	8/7/2017	Sign in sheets, iObservation notes, meeting notes	5/30/2018 quarterly

V. Professional Development Opportunities

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

G1. Staff will collaboratively plan to provide a rigorous curriculum using content specific complex texts and standards-aligned tasks measured by ongoing formative assessment.

G1.B1 Teachers need to develop and deepen understanding of standards-aligned tasks using content specific complex texts.

G1.B1.S1 A team of classroom teachers and the principal will attend six District Professional Learning Community (DPLC) meetings throughout the school year to deepen understanding and implementation of standards-aligned tasks using content specific complex texts.

PD Opportunity 1

A team of classroom teachers and the principal, identified as the DPLC team, will participate as a PLC to deepen understanding of standards-aligned tasks using content specific complex texts

Facilitator

District

Participants

Eight classroom teachers and the principal

Schedule

Monthly, from 9/4/2017 to 5/28/2018

PD Opportunity 2

The DPLC team will participate in instructional rounds to deepen understanding of identified reading strategies and how to implement in the classroom to improve student achievement.

Facilitator

DPLC team, Deanna Wallick, Tiffany Smid

Participants

DPLC team

Schedule

Monthly, from 9/25/2017 to 5/28/2018

G1.B1.S2 The DPLC team will plan and facilitate professional development on standards-aligned tasks using content specific complex texts for all classroom teachers throughout the school year.

PD Opportunity 1

The DPLC team will plan, develop and facilitate professional development on implementation of standards-aligned tasks using content specific complex texts for teachers following each district DPLC meeting.

Facilitator

DPLC team, Deanna Wallick

Participants

all classroom teachers

Schedule

Monthly, from 9/25/2017 to 5/28/2018

PD Opportunity 2

Teachers will use reading strategies in the classroom and then participate in follow-up activities to further clarify and deepen understanding.

Facilitator

Deanna Wallick and Tiffany Smid

Participants

All classroom teachers

Schedule

Monthly, from 9/25/2017 to 5/28/2018

G1.B2 Teachers need support and coaching for implementation of standards-aligned tasks to increase student achievement.

G1.B2.S1 Build capacity of classroom teachers on the DPLC team to support and coach peers with implementation of reading strategies.

PD Opportunity 1

Provide professional development to DPLC team for how to lead instructional rounds with their team and delivering coaching conversations to struggling teachers.

Facilitator

Deanna Wallick, Andrea Austing

Participants

DPLC teachers

Schedule

Monthly, from 9/4/2017 to 5/28/2018

PD Opportunity 2

Teacher teams participate in instructional rounds to deepen understanding of reading strategies and share ideas for implementation to improve student achievement.

Facilitator

Deanna Wallick, Andrea Austing

Participants

DPLC teachers

Schedule

Every 6 Weeks, from 9/4/2017 to 5/28/2018

G1.B2.S2 Provide support and coaching to struggling teachers with implementation of reading strategies.

PD Opportunity 1

Instructional coaches will provide support through the coaching cycle to struggling teachers.

Facilitator

Andrea Austing, Deana Wallick

Participants

Struggling teachers

Schedule

Monthly, from 10/2/2017 to 5/28/2018

PD Opportunity 2

Instructional coaches will develop and deliver targeted professional development for struggling teachers.

Facilitator

Deanna Wallick

Participants

Andrea Austing

Schedule

Quarterly, from 10/2/2017 to 5/28/2018

G2. Leadership and teachers will structure, implement, and monitor a Multi-Tiered System of Support (MTSS) that focuses on academic gaps and enrichment. (Division Priority #2: Accelerate Student Performance).

G2.B1 Teachers lack understanding of the MTSS process.

G2.B1.S1 Administrators will provide comprehensive professional development for the MTSS process.

PD Opportunity 1

Instructional coaches will provide professional development for all instructional staff on MTSS and how it will be monitored and implemented at Dr. Phillips Elementary

Facilitator

Tiffany (19725@ocps.net)

Participants

All Teachers

Schedule

Quarterly, from 8/7/2017 to 5/28/2018

PD Opportunity 2

Leadership team will provide coaching, modeling and on-going PD to support implementation of differentiated instruction and the MTSS process.

Facilitator

Deahva Mosquera

Participants

All Teachers

Schedule

Monthly, from 8/7/2017 to 5/28/2018

G2.B1.S2 Instructional coaches will provide support throughout the school year during PLC, data meetings and targeted professional development as needed.

PD Opportunity 1

Coaches will provide differentiated professional development to support teachers with differentiating instruction and the MTSS process.

Facilitator

Austing, Andrea, Mosquera, Deahva, Wallick, Deanna

Participants

Identified teachers

Schedule

Monthly, from 9/4/2017 to 5/28/2018

G2.B2 There is a lack of school-wide structures that support the MTSS process.

G2.B2.S1 Leadership team members will establish structures to monitor and support the MTSS process and review of student data.

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 9/4/2017 to 5/26/2018

G2.B2.S2 MTSS coach will monitor MTSS process, support all stakeholders and ensure process is done with fidelity.

PD Opportunity 1

Leadership team will monitor agreed upon interventions and support struggling teachers with additional professional development and coaching.

Facilitator

Andrea Austing and Deanna Wallick

Participants

Teachers who need support

Schedule

Biweekly, from 8/28/2017 to 5/28/2018

G3. Staff will create a positive school culture by building strong relationships among students, parents and Staff, resulting in a safe and orderly environment that supports and enhances student achievement.

G3.B1 There is not a uniform, school-wide structure to guide staff in reinforcing positive expectations, creating a positive environment, and handling discipline proactively.

G3.B1.S1 A Positive Behavioral Leadership team, made up of teachers and administrators, will provide initial and ongoing training and support for staff and students on a school-wide Positive Behavioral Interventions and Supports (PBIS) plan.

PD Opportunity 1

PBIS leadership team will meet and work to develop and support a specialized framework for positive communication, proactive behavioral management and behavior interventions.

Facilitator

Mosquera, Deahva

Participants

Teachers, leadership team members

Schedule

Monthly, from 7/17/2017 to 7/18/2017

PD Opportunity 2

PBIS leadership team will train staff on the DPES framework for positive behavior support.

Facilitator

Deahva Mosquera, Andrea Austing, Deanna Wallick, PBIS Leadership Team

Participants

All Staff

Schedule

On 8/11/2017

PD Opportunity 3

Weekly communication, specific positive acknowledgement, and ongoing social skills reinforcement will be carried out to trigger and maintain school-wide prosocial behavior.

Facilitator

Deahva Mosquera, Andrea Austing, Deanna Wallick, PBIS Leadership Team

Participants

All staff

Schedule

Weekly, from 8/14/2017 to 5/25/2018

G3.B1.S2 A school-wide, common discipline matrix will be used to assist staff members with managing student behavior and properly communicating with parents.

PD Opportunity 1

Training, guidance and feedback will be ongoing and differentiated to support staff in responding to discipline matters in a strategic, positive manner.

Facilitator

GeRai Mays, Deahva Mosquera

Participants

All staff

Schedule

Quarterly, from 8/7/2017 to 5/30/2018

G3.B2 Teachers may lack an understanding of the correlation between building strong relationships and student achievement.

G3.B2.S1 Teachers will be provided professional development on building a positive classroom culture with high expectations for all students.

PD Opportunity 1

Leadership team will train teachers on culturally responsive classroom strategies.

Facilitator

GeRai Mays

Participants

All staff

Schedule

Quarterly, from 8/14/2017 to 5/28/2018

VI. Technical Assistance Items

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

G3. Staff will create a positive school culture by building strong relationships among students, parents and Staff, resulting in a safe and orderly environment that supports and enhances student achievement.

G3.B1 There is not a uniform, school-wide structure to guide staff in reinforcing positive expectations, creating a positive environment, and handling discipline proactively.

G3.B1.S2 A school-wide, common discipline matrix will be used to assist staff members with managing student behavior and properly communicating with parents.

TA Opportunity 1

New discipline matrix will be developed by school leadership team to outline a procedure for responding to behavior and communicating with parents.

Facilitator

GeRai Mays

Participants

All staff

Schedule

On 8/4/2017

VII. Budget

1	G1.B1.S1.A1	A team of classroom teachers and the principal, identified as the DPLC team, will participate as a PLC to deepen understanding of standards-aligned tasks using content specific complex texts	\$0.00
2	G1.B1.S1.A2	The DPLC team will participate in instructional rounds to deepen understanding of identified reading strategies and how to implement in the classroom to improve student achievement.	\$0.00
3	G1.B1.S2.A1	The DPLC team will plan, develop and facilitate professional development on implementation of standards-aligned tasks using content specific complex texts for teachers following each district DPLC meeting.	\$0.00
4	G1.B1.S2.A2	Teachers will use reading strategies in the classroom and then participate in follow-up activities to further clarify and deepen understanding.	\$0.00
5	G1.B2.S1.A1	Provide professional development to DPLC team for how to lead instructional rounds with their team and delivering coaching conversations to struggling teachers.	\$0.00
6	G1.B2.S1.A2	Teacher teams participate in instructional rounds to deepen understanding of reading strategies and share ideas for implementation to improve student achievement.	\$0.00

7	G1.B2.S2.A1	Instructional coaches will provide support through the coaching cycle to struggling teachers.				\$0.00
8	G1.B2.S2.A2	Instructional coaches will develop and deliver targeted professional development for struggling teachers.				\$0.00
9	G2.B1.S1.A1	Instructional coaches will provide professional development for all instructional staff on MTSS and how it will be monitored and implemented at Dr. Phillips Elementary				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	239-Other	1591 - Dr. Phillips Elementary	Other		\$0.00
			Notes: PLC conference			
10	G2.B1.S1.A2	Leadership team will provide coaching, modeling and on-going PD to support implementation of differentiated instruction and the MTSS process.				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		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.			
11	G2.B1.S2.A1	Leadership team members will identify teachers who need support with implementation and monitoring of the MTSS process.				\$0.00
12	G2.B1.S2.A2	Coaches will provide differentiated professional development to support teachers with differentiating instruction and the MTSS process.				\$0.00
13	G2.B2.S1.A1	With the support of teachers, the leadership team will design, implement and support structures for providing interventions and on-going review of student data.				\$0.00
14	G2.B2.S1.A2	Leadership team members will provide professional development to teachers to support implementation of differentiated intervention instruction.				\$0.00
15	G2.B2.S2.A1	MTSS coach will meet with leadership team, teachers, and parents to monitor student achievement data for tier 2 and 3 students and as a team assign/adjust intervention strategies accordingly.				\$0.00
16	G2.B2.S2.A2	Leadership team will monitor agreed upon interventions and support struggling teachers with additional professional development and coaching.				\$0.00
17	G2.B2.S3.A1	Team teachers will review progress monitoring data to ensure progress in response to adjustments in instruction.				\$0.00
18	G2.B2.S3.A2	Team teachers will collaborate to respond to progress monitoring data and adjust instruction.				\$0.00
19	G3.B1.S1.A1	PBIS leadership team will meet and work to develop and support a specialized framework for positive communication, proactive behavioral management and behavior interventions.				\$0.00
20	G3.B1.S1.A2	PBIS leadership team will train staff on the DPES framework for positive behavior support.				\$0.00

21	G3.B1.S1.A3	Weekly communication, specific positive acknowledgement, and ongoing social skills reinforcement will be carried out to trigger and maintain school-wide prosocial behavior.	\$0.00
22	G3.B1.S2.A1	New discipline matrix will be developed by school leadership team to outline a procedure for responding to behavior and communicating with parents.	\$0.00
23	G3.B1.S2.A2	Training, guidance and feedback will be ongoing and differentiated to support staff in responding to discipline matters in a strategic, positive manner.	\$0.00
24	G3.B2.S1.A1	Leadership team will train teachers on culturally responsive classroom strategies.	\$0.00
25	G3.B2.S2.A1	Identify students to be targeted for the student-teacher mentoring program.	\$0.00
26	G3.B2.S2.A2	Develop school-wide mentoring activities that are planned, organized, scheduled and carried out throughout the school year.	\$0.00
Total:			\$2,400.00