

Orange County Public Schools

Dr. Phillips High



2018-19 Schoolwide Improvement Plan

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Dr. Phillips High

6500 TURKEY LAKE RD, Orlando, FL 32819

<https://drphillipshs.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p>	<p>2017-18 Title I School</p> <p style="font-size: 1.2em;">No</p>	<p>2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">55%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">74%</p>

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	B	A*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Knight, Suzanne	Principal
Bresk, Bridget	Assistant Principal
Ralph, Doug	Assistant Principal
Magrino, John	Dean
Jackson, Jason	Instructional Coach
Morrow, Vanessa	Assistant Principal
Downs, Jennifer	Instructional Coach
Mentzer, Christine	Instructional Media
Shuster, Tamie	Dean
Smith, Riki	Dean
Wells, Rodney	Dean
Wical, Joshua	Dean
Arnold, Maria	Assistant Principal
Jones, Johndrell	Assistant Principal

Duties

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

The school leadership team members consist of the principal, five assistant principals, four discipline deans, one attendance dean, a curriculum resource teacher, two instructional coaches, and one instructional media support. The team meets weekly to discuss academic and discipline needs.

The administrative team (principal, assistant principals, and one instructional coach) meets weekly to discuss teacher observations/evaluations as well as the professional development needs of the staff. The team collaborates about the continuous improvement processes to achieve schoolwide goals and to address areas of focus. Each administrator (principal & assistant principals) is assigned one or more departments to supervise, assess, and monitor. Additionally, the administrative team members monitor school magnet programs, data, and facility issues.

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

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	202	287	300	299	1088
One or more suspensions	0	0	0	0	0	0	0	0	0	132	104	115	64	415
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	294	306	213	128	941
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	325	284	17	4	630

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	281	290	161	107	839

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	10	4	5	4	23

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	141	182	228	224	775
One or more suspensions	0	0	0	0	0	0	0	0	0	139	129	88	61	417
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	86	57	53	11	207
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	176	167	0	0	343

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	141	119	69	39	368

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	141	182	228	224	775
One or more suspensions	0	0	0	0	0	0	0	0	0	139	129	88	61	417
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	86	57	53	11	207
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	176	167	0	0	343

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	141	119	69	39	368

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

After a review of the data utilizing the School Grade Data Analysis Module, Math has historically performed the lowest. This is a trend for the past four consecutive school years. Math achievement in 2015 was 42%, 43% in 2016, 34% in 2017, and 50% in 2018.

Which data component showed the greatest decline from prior year?

This year both Math and ELA showed an increase in proficiency and in learning gains. After an in-depth review of the data utilizing a variety of sources, Math continues to perform the lowest even though there was improvement. When comparing Algebra I to Geometry, there are learning gains of approximately the same amount (33%) but Algebra I continues to lag behind Geometry in achievement by roughly 25 percentage points.

Which data component had the biggest gap when compared to the state average?

The largest gap when comparing Dr. Phillips High School to the state average can be found in the Math Lowest 25th percentile component of the school grade. In 2017, the state of Florida scored 39% while Dr. Phillips High School scored 33%. In 2018, the state of Florida scored 45% while Dr. Phillips High School scored 35%.

Which data component showed the most improvement? Is this a trend?

The ELA Lowest 25 Percentile component showed the most improvement. In 2017 only 28% of the lowest 25 percentile showed gains but in 2018 this component increased drastically to 41%.

Describe the actions or changes that led to the improvement in this area.

In 2017, the ninth and tenth grade ELA teachers utilized the district-provided Curriculum Resource Materials, or CRM's. ELA teachers had common planning time and used this time to meet and discuss the CRM's and adjustments that needed to be made to pacing. ELA teachers met formally as a Professional Learning Community, or PLC, at least once weekly to disaggregate data from Progress Monitoring Activities, or PMA's. Protected and structured PLC time at the end of each Wednesday enabled teachers to meet regularly and engage in meaningful data reflection and data chats. PLC members were also able to share in their professional learning of the Close Reading Initiative and gain feedback from peers about their implementation efforts.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	54%	56%	56%	51%	52%
ELA Learning Gains	54%	51%	53%	52%	47%	46%
ELA Lowest 25th Percentile	41%	40%	44%	44%	36%	38%
Math Achievement	50%	49%	51%	43%	40%	43%
Math Learning Gains	45%	44%	48%	50%	51%	39%
Math Lowest 25th Percentile	35%	39%	45%	55%	55%	38%
Science Achievement	67%	66%	67%	71%	66%	65%
Social Studies Achievement	66%	69%	71%	64%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	202 (141)	287 (182)	300 (228)	299 (224)	1088 (775)
One or more suspensions	132 (139)	104 (129)	115 (88)	64 (61)	415 (417)
Course failure in ELA or Math	294 (86)	306 (57)	213 (53)	128 (11)	941 (207)
Level 1 on statewide assessment	325 (176)	284 (167)	17 (0)	4 (0)	630 (343)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	55%	50%	5%	53%	2%
	2017	54%	49%	5%	52%	2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	53%	49%	4%	53%	0%
	2017	52%	47%	5%	50%	2%
Same Grade Comparison		1%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	62%	62%	0%	65%	-3%
2017	57%	60%	-3%	63%	-6%
Compare		5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	65%	-1%	68%	-4%
2017	65%	64%	1%	67%	-2%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	33%	61%	-28%	62%	-29%
2017	22%	53%	-31%	60%	-38%
Compare		11%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	65%	-8%	56%	1%
2017	34%	43%	-9%	53%	-19%
Compare		23%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	31	31	30	44	35	31	25		85	21
ELL	22	44	41	49	54	50	35	42		83	31
ASN	75	64	36	67	58		90	91		96	78
BLK	44	48	38	33	35	28	51	49		93	33
HSP	51	51	41	50	45	43	57	64		90	53
MUL	73	76		41	18		79	71		92	73
WHT	80	61	51	72	57	39	86	84		98	75
FRL	48	49	38	41	42	34	55	56		91	39
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	22	19	10	27	25	21	33		76	23
ELL	23	29	24	25	39	45	33	43		76	38
ASN	80	59		62	46		88	84		94	81
BLK	41	42	27	18	25	30	42	47		90	27
HSP	49	40	27	31	33	36	52	67		88	52
MUL	67	59		37	33		75	88		86	50
WHT	80	58	39	55	38	40	83	89		95	71
FRL	45	41	27	24	29	33	48	53		87	40

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Professional Learning & Growth to Support Student Achievement
Rationale	(1) Several of our site-based Professional Learning Communities need continued support when planning for instruction to ensure the correct level of complexity is being reached based on content standards. (2) Teachers continue to need support on effectively using digital tools to enhance instruction. (3) We see a need to support some of our teachers with incorporating and utilizing the Marzano Instructional Framework when planning meaningful instructional lessons to deliver high-quality rigorous instruction. (4) The U.S. History department lacks consistency among staff. U.S. History achievement scores declined by three percentage points this past school year. Math, ELA, and Science all increased in achievement but Math and Social Studies lag behind state averages. Our Math achievement score in 2018 was 50% with the district averaging 49% and the state averaging 51%. Our ELA achievement score in 2018 was 59% with the district averaging 54% and the state averaging 56%.
Intended Outcome	Through the participation in Professional Learning Communities, Dr. Phillips High School will see an increase in effective instructional practices that will lead to an increase in student achievement across all content areas.
Point Person	Suzanne Knight (suzanne.knight@ocps.net)

Action Step

Description	(1) Participate in District Professional Learning Communities (DPLC's) (2) Participate in site-based Professional Learning Communities (PLC's) (3) Implement Effective Instructional Tools from DPLC's and PLC's: Marzano Instructional Framework Learning Map, Marzano Element Strategy Protocols, Depth of Knowledge Levels of Thinking, Marzano Taxonomy, Marzano Instructional Strategies "Cross Walk" Framework, Enhancing the Art and Science of Teaching With Technology by Robert Marzano and Sonny Magana, Curriculum Resource Materials (CRM's), Florida State Assessment Item Specifications, Curriculum Planning and Learning Management System (CPALMS) (4) Implement Culturally Responsive Strategies (5) Implement Digital Curriculum Resource Materials and Utilize Canvas
Person Responsible	Suzanne Knight (suzanne.knight@ocps.net)

Plan to Monitor Effectiveness

Description	The Leadership Team will conduct ongoing classroom observations and review student performance data and digital enhancement to determine whether teachers are making progress in planning and delivering high-quality rigorous standards-based instruction. Evidence will be observed through classroom walkthrough data/classroom observation data, student learning task and/or performance data reflecting student outcomes and evidences.
Person Responsible	Suzanne Knight (suzanne.knight@ocps.net)

Activity #2

Title	Increase Student Achievement in State-Assessed Math Courses
Rationale	(1) Some Algebra 1 and Geometry teachers struggle with implementing standards-aligned tasks in the classroom. (2) Teachers need assistance with analyzing and using student assessment data to plan and deliver instruction. (3) Many Algebra 1 and Geometry teachers have less than three years of teaching experience.
Intended Outcome	Student achievement on Math EOCs will increase by focusing on delivering standards-based instruction, utilizing tasks that are standards-aligned and by developing our staff.
Point Person	Suzanne Knight (suzanne.knight@ocps.net)

Action Step

Description	(1) Math Coach and assessing administrators will utilize Unify- Performance Matters to build reports for distribution to instructional staff. (2) Math Coach and PLC Leaders will facilitate professional development for disaggregating data in order to facilitate small-group/ pull-out instruction for struggling students. (3) Math teachers will continue to focus on data to plan and deliver standards-based instruction. (4) Math teachers will use data to create tiered intervention groups of students. (5) Dr. Phillips High School will offer after-school math tutoring free of charge all school year. Students who are not able to attend the after-school tutoring will receive an alternative digital platform ensuring that all students will have access to the targeted math assistance. (6) Math teachers with less than three years of teaching experience will be paired with highly effective teachers to conduct coaching cycles in order to improve their teaching strategies.
Person Responsible	Suzanne Knight (suzanne.knight@ocps.net)

Plan to Monitor Effectiveness

Description	The Leadership Team will continue conducting observations to monitor the delivery of instruction. The Team will also review lesson plans to ensure they are standards-based and review common assessment data.
Person Responsible	Suzanne Knight (suzanne.knight@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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

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

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

During the Summer 2018, Dr. Phillips High School organized summer programs:

The Summer Literacy Camp consisted of rising 9th grade ELL (English Language Learners) students from feeder middle Schools. A certified 10th grade ELL teacher taught the summer course and provided students with rigorous academic experiences through the implementation of the 9-10 Florida English Language Arts Standards.

Dr. Phillips High School provided a one-day ESE (Exceptional Student Education) Summer Transition Camp in July for our neighboring feeder schools. The goal was to introduce students with exceptional learning to the campus.

Project Calculus was implemented during the summer program to support the Minority Achievement Office Initiatives for students who are at-risk of not being successful in Calculus. Selected students are grouped into a cohort and begin their journey before entering 7th grade in preparation for Algebra 1 Honors. The program offers continued support and monitoring as they matriculate through AP Calculus. They also receive tutoring free of charge.

A College Boot Camp and Parent Night was also held during the summer of 2018 for any rising seniors to review graduation requirements, college applications, admission deadlines, college funding, and more.

Dr. Phillips High School provides two orientation sessions for students new to the school offered the week prior to school starting in August. During this time, students are also encouraged to pick up their digital device.

Guidance counselors meet with incoming students at feeder middle schools to introduce themselves to rising freshman, give an overview of high school, and talk about courses offered. Counselors meet with all grades within the first month of school to talk about the current year, what is needed to remain on track for graduation, and talk about the graduation plan. The College and Career Specialist meets students to ensure post-secondary plans are in place.

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

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

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

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

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