

Orange County Public Schools

Dr. Phillips Elementary



2018-19 Schoolwide Improvement Plan

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Dr. Phillips Elementary

6909 DR PHILLIPS BLVD, Orlando, FL 32819

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	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
Smid, Tiffany	Principal
Austing, Andrea	Instructional Coach
Wallick, Deanna	Instructional Coach
Mays, Gerai	Assistant Principal

Duties

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

Tiffany Smid - Principal

Instructional leader of the school. Oversee supervision of all personnel, instructional focus for all grade levels and subjects, and individual student progress, safety and well-being.

Gerai Mays - Assistant Principal

Supports principal with key decisions regarding instruction, teacher development, student progress and overall safety of the school.

Andrea Austing - Curriculum Resource Teacher

Coordinates all school-wide state and district assessment. Coaches teachers with instructional focus for Science. Member of the MTSS team supporting 1st and 5th grade teachers and students.

Deanna Wallick - Instructional Coach

Assigned to coach all teachers with pedagogy and instruction. Assists teams with developing common assessments and lesson plans as well as selecting complex texts to use for standards-based instruction. Member of the MTSS team supporting 2nd and 3rd grade teachers and students.

Madeline Williams- CCT/Coach

Assigned to support all ELL students with proper placement and testing. Supports teachers with instruction to support ELL students achieve success. Coaches teachers with instructional focus for mathematics. Member of the MTSS team supporting Kindergarten and 4th grade teachers and students.

Felicia Roberts - Guidance Counselor

Supports all students with a guidance lessons given periodically throughout the school year.
Coordinates other supports for students who have specific needs such as small group lessons, behavior plans, foster care support, homeless student support and many other specific needs.

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	19	13	12	9	8	10	0	0	0	0	0	0	0	71
One or more suspensions	2	3	2	4	4	10	0	0	0	0	0	0	0	25
Course failure in ELA or Math	2	3	4	1	24	7	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	15	27	11	0	0	0	0	0	0	0	53

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	2	2	1	3	19	7	0	0	0	0	0	0	0	34

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	1	0	0	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 7/16/2018

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	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

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	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

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?

Our 4th graders fell 10% in ELA achievement compared to our 4th graders last year. As a cohort, they declined 5% in ELA achievement. They underperformed in ELA proficiency compared to our 3rd graders and our 5th graders. In math achievement, our 4th graders fell 4% compared to our 4th graders last year, and they did not show growth as a cohort in that area. This is in contrast with last year, when our 4th graders outperformed the other grade levels in both reading and math.

Which data component showed the greatest decline from prior year?

Our Free and Reduced Lunch students showed the greatest decline from the previous year. They fell 10% in ELA learning gains and 11% in math learning gains. The FRL students that made up the bottom 25% also fell 7% and 21% in ELA and math learning gains, respectively.

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

Our students outperformed the state average by at least 10% in all areas, except for overall ELA learning gains, in which they outperformed the state average by 8%.

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

Our ELL students showed the most improvement overall. They increased 25% and 17% in ELA and math achievement respectively. They gained 46 percentage points in Science achievement compared to last year. Their ELA and math learning gains increased by 12% and 5%. This group showed improvement across the board.

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

We implemented targeted reading and math interventions, that were tailored to the specific needs of the ESOL students, and that were fluid as the data changed throughout the year. We also focused on standards based instruction.

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	77%	56%	56%	78%	53%	52%
ELA Learning Gains	67%	55%	55%	70%	52%	52%
ELA Lowest 25th Percentile	56%	48%	48%	55%	42%	46%
Math Achievement	82%	63%	62%	77%	56%	58%
Math Learning Gains	74%	57%	59%	79%	54%	58%
Math Lowest 25th Percentile	63%	46%	47%	63%	41%	46%
Science Achievement	88%	55%	55%	81%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19 (11)	13 (7)	12 (12)	9 (6)	8 (12)	10 (12)	71 (60)
One or more suspensions	2 (0)	3 (0)	2 (2)	4 (0)	4 (3)	10 (2)	25 (7)
Course failure in ELA or Math	2 (0)	3 (0)	4 (0)	1 (0)	24 (0)	7 (0)	41 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (13)	27 (13)	11 (25)	53 (51)

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
03	2018	74%	55%	19%	57%	17%
	2017	70%	57%	13%	58%	12%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	65%	54%	11%	56%	9%
	2017	75%	57%	18%	56%	19%
Same Grade Comparison		-10%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-5%				
05	2018	81%	55%	26%	55%	26%
	2017	68%	51%	17%	53%	15%
Same Grade Comparison		13%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	77%	61%	16%	62%	15%
	2017	79%	63%	16%	62%	17%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	79%	62%	17%	62%	17%
	2017	83%	64%	19%	64%	19%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
05	2018	86%	59%	27%	61%	25%
	2017	79%	56%	23%	57%	22%
Same Grade Comparison		7%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	88%	53%	35%	55%	33%
	2017					
Cohort Comparison						

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	25	43	41	44	65	67					
ELL	67	73	55	82	81	87	90				
ASN	93	82		96	82						
BLK	60	68		63	68						
HSP	72	69	44	80	69	55	84				
WHT	80	62	64	83	76	75	87				
FRL	65	57	43	70	62	50	78				

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	15	46	48	35	67	63	27				
ELL	42	61	60	65	76	65	44				
ASN	77	89		97	94		83				
BLK	48	65	60	52	65	60					
HSP	69	72	55	77	80	76	61				
WHT	80	74	56	86	84	82	85				
FRL	60	67	50	68	73	71	63				

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	Staff will collaboratively plan to provide a rigorous curriculum using content specific, complex texts and standards-aligned tasks, measured by ongoing formative assessment.
Rationale	Developing a team of classroom teachers will empower teachers to lead teams in developing understanding of researched-based reading strategies.
Intended Outcome	All teachers will provide rigorous instruction using complex text, which will result in increased student achievement.
Point Person	Tiffany Smid (tiffany.smid@ocps.net)

Action Step

Description	<ol style="list-style-type: none"> 1. A team of classroom teachers and the principal attends six professional learning community meetings throughout the school year to deepen understanding an implementation of standards aligned tasks using content specific, complex texts. 2. 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. 3. Build capacity of classroom teachers to support and coach peers with implementation of reading strategies. 4. Provide support and coaching to struggling teachers, with implementation of reading strategies.
Person Responsible	Deanna Wallick (deanna.wallick@ocps.net)

Plan to Monitor Effectiveness

Description	Administration will review observation feedback and student reading achievement data to monitor effectiveness of strategy implementation.
Person Responsible	Deanna Wallick (deanna.wallick@ocps.net)

Activity #2	
Title	Leadership and teachers will structure, implement, and monitor a Multi Tiered System of Supports (MTSS) to close the achievement gap between minority subgroups and the student population.
Rationale	There is an achievement gap, particularly with our ESE, Black and Hispanic students.
Intended Outcome	Using the MTSS process to monitor appropriate intervention and strategies, we will narrow the achievement gap in reading and mathematics for our ESE, Black and Hispanic students.
Point Person	Gerei Mays (gerai.mays@ocps.net)
Action Step	
Description	<ol style="list-style-type: none">1. Instructional coaches will provide support throughout the school year during PLC, data meetings, and targeted professional development as needed.2. Teachers will monitor student progress in response to interventions, communicate to all stakeholders, and make adjustments as needed.3. Guidance will lead a team of teachers to help build relationships with, motivate, and otherwise support struggling students.4. Provide acceleration strategies to "bubble students" in order to increase their likelihood of reaching proficiency.
Person Responsible	Gerei Mays (gerai.mays@ocps.net)
Plan to Monitor Effectiveness	
Description	Review multiple forms of data, including common assessments and iReady, bi-monthly.
Person Responsible	Gerei Mays (gerai.mays@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.

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.

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.

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.

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.

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.

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.

Part V: Budget

Total:

\$0.00