

Orange County Public Schools

Dr. Phillips High



2020-21 Schoolwide Improvement Plan

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Dr. Phillips High

6500 TURKEY LAKE RD, Orlando, FL 32819

<https://drphillipshs.ocps.net/>**Demographics****Principal: Jackie Ramsey**

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (57%) 2016-17: C (51%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Dr. Phillips High

6500 TURKEY LAKE RD, Orlando, FL 32819

<https://drphillipshs.ocps.net/>**School Demographics**

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure every student has a promising and successful future.

Provide the school's vision statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Knight, Suzanne	Principal	
Ralph, Doug	Assistant Principal	
Magrino, John	Dean	
Jackson, Jason	Instructional Coach	
Morrow, Vanessa	Assistant Principal	
Downs, Jennifer	Instructional Coach	
Shuster, Tamie	Dean	
Smith, Riki	Dean	
Wells, Rodney	Dean	
Wical, Joshua	Dean	
Arnold, Maria	Assistant Principal	
Jones, Johndrell	Assistant Principal	
Brown, AskiMelik	Assistant Principal	

Demographic Information

Principal start date

Tuesday 7/1/2014, Jackie Ramsey

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

184

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
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SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems**Current Year**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	2	0	0	0	0	0	0	0	21	946	912	925	894	3700	
Attendance below 90 percent	0	0	0	0	0	0	0	0	6	110	194	200	221	731	
One or more suspensions	0	0	0	0	0	0	0	0	9	62	166	111	60	408	
Course failure in ELA	0	0	0	0	0	0	0	0	20	259	151	147	168	745	
Course failure in Math	0	0	0	0	0	0	0	0	10	213	247	258	235	963	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	14	228	200	221	198	861	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	12	225	212	86	210	745	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	19	299	314	283	300	1215

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/20/2020

Prior Year - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	1042	1042	982	907	3973	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	222	269	265	307	1063	
One or more suspensions	0	0	0	0	0	0	0	0	0	171	153	135	98	557	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	270	355	218	138	981	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	309	357	220	53	939	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	275	336	233	157	1001

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	3	7	12	27	49
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	14	25	23	75

Prior Year - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	1042	1042	982	907	3973	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	222	269	265	307	1063	
One or more suspensions	0	0	0	0	0	0	0	0	0	171	153	135	98	557	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	270	355	218	138	981	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	309	357	220	53	939	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	275	336	233	157	1001

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	3	7	12	27	49
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	14	25	23	75

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	55%	56%	58%	51%	53%
ELA Learning Gains	50%	53%	51%	48%	46%	49%
ELA Lowest 25th Percentile	34%	40%	42%	28%	34%	41%
Math Achievement	39%	43%	51%	34%	34%	49%
Math Learning Gains	45%	49%	48%	32%	33%	44%
Math Lowest 25th Percentile	41%	46%	45%	33%	33%	39%
Science Achievement	75%	70%	68%	60%	64%	65%
Social Studies Achievement	75%	73%	73%	69%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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	2019	53%	52%	1%	55%	-2%
	2018	55%	50%	5%	53%	2%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2019	53%	50%	3%	53%	0%
	2018	53%	49%	4%	53%	0%
Same Grade Comparison		0%				
Cohort Comparison		-2%				

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
2019	73%	67%	6%	67%	6%
2018	62%	62%	0%	65%	-3%
Compare		11%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	69%	2%	70%	1%
2018	64%	65%	-1%	68%	-4%
Compare		7%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	63%	-20%	61%	-18%
2018	33%	61%	-28%	62%	-29%
Compare		10%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	53%	-15%	57%	-19%
2018	57%	65%	-8%	56%	1%
Compare		-19%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	21	29	28	22	50	67	44	39		92	44
ELL	25	42	41	37	47	38	65	50		91	63
ASN	84	65		74	70		96	88		100	83
BLK	43	44	27	26	42	42	67	63		94	49
HSP	46	46	39	39	48	41	72	69		93	69
MUL	62	56		17	46		69	100		100	64
WHT	77	58	36	62	43	33	83	92		98	76
FRL	43	42	31	32	43	43	67	68		92	58
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	626
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
Analysis	

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

2019 - After a review of the data using the School Grade Data Analysis Module, ninth and tenth grade math has historically performed the lowest. This is a trend for the past five consecutive school years. Math achievement in 2015 was 42%, 43% in 2016, 34% in 2017, 50% in 2018 and 39% in 2019. Two out of the 8 Math teachers have less than 3 years of experience. Ninth and tenth grade English Language Arts (ELA) achievement dropped from 59% in 2018 to 56% in 2019.

2020 - The 2019-2020 PMA 3 showed proficiency as follows. Math - 55% (increase of 16 percentage points) and ELA 9/10 - 51% (decrease of 5 percentage points). The 2019-2020 school year was the second year Dr. Phillips High School (DPHS) did not offer Intensive Reading courses for ninth and tenth grade lowest 25% performing students. Our English Language Learner (ELL) subgroup continues to grow and requires additional specific supports and scaffolded instructional strategies. Our teachers require training on the five World Class Instructional Design and Assessment (WIDA) Standards and also need guidance on incorporating high yield strategies for ELLs.

Some additional contributing factors are staff turnover, novice teachers, extended leave, teacher absences, and temporary positions. Overall, highly qualified teacher shortage continues to be a problem across all content areas.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

2019 - Both Math and ELA saw an overall decline in 2019. Math achievement went from 50% in 2018 to 39% in 2019. ELA achievement went from 59% in 2018 to 56% in 2019. ELA showed a decline in the lowest 25% from 41% in 2018 to 34% in 2019. The 2018-19 school year was the first year Dr. Phillips High School (DPHS) did not offer Intensive Reading courses for ninth and tenth grade lowest 25% performing students. Our ELL subgroup continues to grow and requires additional specific supports depending on students' level of English proficiency. Teachers will utilize scaffolds that are built into the Curriculum Resource Materials such as sentence frames, graphic organizers, and tiered academic vocabulary.

2020 - Based on 2019-2020 PMA 3 data, there was an increase of 16 percentage points in Math proficiency and a decrease of 5 percentage points in ELA 9/10. Some contributing factors are staff turnover, novice teachers, extended leave, teacher absences, and temporary positions. In addition, our Reading Coach/Literacy Interventionist was placed in the classroom full time for the first 9 weeks of the school year to fill a teaching position. Overall, highly qualified teacher shortage continues to be a challenge across all content areas.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

2019 - Math achievement showed the greatest gap between the school and the state. The school scored 39% while the state scored 51%, creating a 12 point gap. Some Algebra 1 and Geometry teachers struggle with implementing standards-aligned tasks in the classroom. Teachers needed assistance with analyzing and using student assessment data to plan and deliver instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

2020 - Based on the 2020 PMA 3 data, math showed the most improvement, with an 16 percentage point gain. The increase from 39% to 55% can be attributed to pull outs, teacher and student data chats with immediate interventions, and more consistent instructional feedback.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Course failures in ELA and Math which showed an increase from 981 to 1,708 is one of the areas of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Lowest 25% of ELA: focus on ELL students and increasing teacher capacity in making data-driven decisions for these specific students and utilizing the World-class Instructional Design and Assessment (WIDA) Standards.
2. Math focus is to increase the proficiency to 50%.
3. Math focus is to increase learning gains to 50%
4. ELA achievement: focus on increasing proficiency to 61%.
5. Increase of learning proficiency percentage of Students with Disabilities in Math and ELA. (ESSA - subgroup)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning**Area of Focus
Description
and
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) We need to offer more support for teachers through professional learning communities and whole-staff professional development to increase their proficiency with using student data to make decisions about instruction.
- (5) Through the district wide initiative of Social Emotional Learning (SEL), teachers will be provided professional development on the Core SEL competencies and how they can be tied to the CLOSE reading strategies and implemented into daily class instruction.
- (6) For 2020-2021 school year, intensive reading will be offered to 9th and 10th graders who scored a scale score of 318-332 (9th) or 322-336 (10th) on their prior year FSA assessment.

**Measurable
Outcome:**

Through the participation in Professional Learning Communities, Dr. Phillips High School will see an increase in effective instructional practices that will lead to a 5-11% increase in student achievement across all content areas.

**Person
responsible
for monitoring
outcome:**

Suzanne Knight (suzanne.knight@ocps.net)

**Evidence-
based
Strategy:**

Implementation of Collaborative for Academic, Social, and Emotional Core Competencies.

**Rationale for
Evidence-
based
Strategy:**

The CASEL Core Competencies will be used as common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success.

Action Steps to Implement

- (1) Participate in CASEL Core Competencies Professional Learning.
- (2) Participate in site-based Professional Learning Communities (PLCs)
- (3) Implement Culturally Responsive Strategies

**Person
Responsible**

Suzanne Knight (suzanne.knight@ocps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: (1) ELA 9 and 10 teachers struggle with using student data to inform instruction.
 (2) Teachers need assistance with analyzing and using student assessment data to plan and deliver instruction.
 (3) Literacy Coach was pulled to cover a teacher for the first 9 weeks of school.

Measurable Outcome: The ELA teachers will show an increase of 5% in their overall achievement scores (56% to 61%) by implementing standards-aligned strategies.

Person responsible for monitoring outcome: Suzanne Knight (suzanne.knight@ocps.net)

Evidence-based Strategy: (1) Data driven decision making
 (2) Tiered Intervention for bottom 25% in other content areas (science and social studies)
 (3) Targeted progress-monitoring for ELL students

Rationale for Evidence-based Strategy: Teachers will understand and utilize student data in order to drive instruction. They will use best instructional practices and strategies to improve ELA student achievement. Teachers will use close reading initiative and progress monitor all students.

Action Steps to Implement

- (1) Teachers will use the 2020 Spring PMA 3 data to build and initiate instruction for this year.
- (2) Monitor teachers frequently and provide feedback for improvement.
- (3) Conduct frequent and timely data chats with students, teachers, and literacy coach. At a minimum, data chats will occur after each PMA data point.
- (4) Utilize literacy coach to assist teachers with progress-monitoring Level 1 & 2 student data. Lowest 25% will receive tiered intervention outside of their ELA course.
- (5) Teacher grade-level assignments have changed, but continued monitoring by administration for best fit will occur.

Person Responsible Suzanne Knight (suzanne.knight@ocps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	(1) In 2018, the ESSA subgroup, Students with Disabilities, had the lowest achievement in every state assessed component of the school grade. (2) In 2019, the ESSA subgroup, Students with Disabilities, had the lowest achievement in almost every state assessed component of the school grade. (exception - Multiracial in Math)
Measurable Outcome:	The ESSA subgroup, Students with Disabilities, will show an increase of 5% in their overall achievement scores in every state assessed component of the school grade.
Person responsible for monitoring outcome:	Suzanne Knight (suzanne.knight@ocps.net)
Evidence-based Strategy:	(1) Data driven decision making (2) Targeted progress-monitoring for Students with Disabilities.
Rationale for Evidence-based Strategy:	Teachers will use best data-driven instructional practices and strategies to improve Students with Disabilities achievement.

Action Steps to Implement

- (1) Develop a team to conduct frequent and timely data chats with ESE support staff after each Progress Monitoring Activities (PMA) data point.
- (2) All Learning Strategy teachers will create a plan of action that shows how they will be supporting the deficient areas through the Learning Strategy classes.
- (3) All Learning Strategy teachers will communicate accommodations and best strategies to implement in the classroom.

Person Responsible Suzanne Knight (suzanne.knight@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

There will be a decrease in the number of suspensions as the grade-level deans implement the research-based behavior strategy of Restorative Justice. Additionally, professional development will be offered for all staff on Culturally Responsiveness to Instruction. Based upon data, additional professional development will be provided to individual staff as needed throughout the year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Through the Core Social Emotional Learning competencies, students will be taught strategies to assist with self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The use of these strategies will directly help students increase academic achievement as students will be more successful in navigating daily tasks and challenges.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00