

Orange County Public Schools

Dr. Phillips High



2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2020-21 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%)
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	

* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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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 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	Position Title	Job Duties and Responsibilities
Knight, Suzanne	Principal	<p>Leading and responsible for the entire school program at Dr. Phillips High School.</p> <p>Assessing the following: Assistant Principals, Social Studies, ESE, CRT, Staffing Specialists, 504 Coordinator, Behavior Specialists, SAFE Coordinator, Athletic Director, Head Secretary, Bookkeepers - Budget & Internal, Front Desk clerks, Attendance/Records Clerk, School Nurse, Program Assistants ESE</p>
Morrow, Vanessa	Assistant Principal	<p>Proactively assist the Principal in leading programs, activities, and functions consistent with district policy and priorities.</p> <p>Assessing following teams: Guidance, Business / Tech, Registrars, Guidance Clerks, Guidance Records Clerk Student Schedules, Master Schedule Progress Reports, Report Cards/ Progress Reports</p> <p>Records Storage</p> <p>Accountability Data and FTE</p> <p>SAC Administrator SIP</p> <p>School grade documentation</p> <p>Super Scholars</p> <p>Graduation</p> <p>Acceleration</p> <p>AP Meetings</p> <p>Pulling data</p> <p>Super Scholars and Merit Scholars</p> <p>AA students</p> <p>Magnet Administrator</p>
Ralph, Doug	Assistant Principal	<p>Proactively Assist the Principal in leading programs, activities, and functions consistent with district policy and priorities.</p> <p>Assessing following teams: Math, Visual Arts, Discipline Deans, Media Specialist, Level 4 & 10th Clerk, TSR / General Tech Support, Media Clerks, School Health Assistant, North Campus Clerk, Athletic Director, Athletic Clerk, Program Assistant</p> <p>Duty roster for extra-curricular activities</p> <p>Administrator over Parking Decals</p> <p>South Campus Supervision Schedule</p> <p>Calculus Project</p> <p>Safe School Plan</p> <p>Sonitrol/Fire Alarms</p> <p>Facilities</p> <p>B14</p> <p>Property Inventory</p> <p>Work Orders</p> <p>Room needs</p> <p>Custodians</p> <p>Shelter Coordinator</p> <p>Administrator that oversees</p> <p>Attendance</p>

Name	Position Title	Job Duties and Responsibilities
		Discipline Safety and Emergency Management Keys Emergency Drills Level 4 Administrative Representative Digital/Technology Administrator Fundraisers Field Trips Administrator Radios Golf Carts Adjudication Notification Tangelo Park Representative
Ballerino, Mary	Instructional Coach	Modeling or coaching teachers in classrooms Model effective classroom instruction as defined by the elements of the teacher evaluation system Co-teach and debrief lessons while examining student learning through a gradual release of responsibility Provide Intervention for mathematics Courses Attend all scheduled training/meetings specific to the role of Math Coach Assist with School Data Disaggregation School-wide Staff Development Coordinator Distribute up-to-date findings in research Assist teachers in the development of the Instructional Professional Development Plan Support school-wide testing Teach-In Coordinator Teacher certification Great Beginnings Coordinator Other duties as assigned by the Principal.
Shuster, Tamie	Instructional Coach	ADDitions Coordinator Skyward Skycap PLC Lead Dean Attend Level 4 meetings/Liaison for Area Director Attendance/Warning Conferences/Child Study Team Meetings Threat Assessment Team Gifted Consultation/write EP's. Review Discipline Packets and Attend Level 4 meetings Extracurricular Supervision Participate/present at New Teacher Orientation Participate/present at Student Orientation Supervision at prom, homecoming dance, pep rally, etc Behavior Consortium DPLC PASS MAO Team Field Trips

Name	Position Title	Job Duties and Responsibilities
		<p>Team Meetings for 9th-12th grade At-Risk Students</p> <p>Other duties as assigned by Administration</p>
Wical, Joshua	Dean	<p>Modeling or coaching teachers in classrooms</p> <p>Model effective classroom instruction as defined by the elements of the teacher evaluation system</p> <p>Co-teach and debrief lessons while examining student learning through a gradual release of responsibility</p> <p>North Campus Lockers</p> <p>Extra-Curricular Supervision</p> <p>PM Bus Duty</p> <p>Participate in Professional Development Program</p> <p>Participate/present at Student Orientation</p> <p>Supervision at prom, homecoming dance, pep rally, etc</p> <p>Property and Inventory/Surplus</p> <p>Awards Ceremony</p> <p>Other duties as assigned by Administration</p>
		<p>Proactively Assist the Principal in leading programs, activities, and functions consistent with district policy and procedures.</p> <p>Assessing following teams: Science, World Languages, Athletic Trainer, PE, ROTC, Security, PASS</p>
Morse, James	Assistant Principal	<p>Aspire to Excellence (MAO initiative)</p> <p>PTSA Administrator</p> <p>Junior/Senior Interns Administrator</p> <p>Tom Joyner College Day Administrator</p> <p>North Campus Testing Administrator - FSA, EOC</p> <p>MAO Meeting Administrator</p> <p>PASS Administrator</p> <p>Class Sponsors Administrator</p> <p>Culturally Responsive Administrator</p> <p>At Risk Meeting/Team Administrative representative</p> <p>Academic Awards Ceremony Administrator & Lead</p> <p>Administrator over Transportation</p>
Johnson, Nybria	Assistant Principal	<p>Proactively Assist the Principal in leading programs, activities, and functions consistent with district policy and priorities.</p> <p>Assessing following teams: ELA, Credit Recovery Teachers, Performing Arts, ESOL Compliance Specialist, ESOL clerk, ESOL Paras, Discipline Clerks 10 & 11/12</p> <p>Social media Administrator</p> <p>Mental Health Training Administrator (work with SAFE)</p> <p>West Orange Chamber of Commerce Liaison</p> <p>Khan Academy & OSP Administrator</p> <p>PSAT Parent night Administrator - work with API and Guidance</p>

Name	Position Title	Job Duties and Responsibilities
		Vision Screening Administrator World Heart Day Administrator Healthy School Team Panorama / Advanced ED Character Lab Contact Skyward Administrator

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.*

18

Total number of teacher positions allocated to the school

168

Total number of students enrolled at the school

3,213

Identify the number of instructional staff who left the school during the 2020-21 school year.

25

Identify the number of instructional staff who joined the school during the 2021-22 school year.

25

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	6	585	807	741	782	2921	
Attendance below 90 percent	0	0	0	0	0	0	0	0	4	146	276	307	291	1024	
One or more suspensions	0	0	0	0	0	0	0	0	0	35	48	32	22	137	
Course failure in ELA	0	0	0	0	0	0	0	0	1	80	208	103	92	484	
Course failure in Math	0	0	0	0	0	0	0	0	3	95	178	181	170	627	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	103	192	168	163	627	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	97	195	171	69	532	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	3	153	303	262	228	949	

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	3	153	303	262	228	949

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	3	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	6	3	9	26	

Date this data was collected or last updated

Wednesday 7/7/2021

2020-21 - 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	2	0	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	0	6	110	194	200	221	731
One or more suspensions	0	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	0	20	259	151	147	168	745
Course failure in Math	0	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	0	14	228	200	221	198	861
Level 1 on 2019 statewide Math assessment	0	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	

2020-21 - 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	2	0	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	0	6	110	194	200	221	731
One or more suspensions	0	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	0	20	259	151	147	168	745
Course failure in Math	0	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	0	14	228	200	221	198	861
Level 1 on 2019 statewide Math assessment	0	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		

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	55%	56%	59%	54%	56%
ELA Learning Gains				50%	53%	51%	54%	51%	53%
ELA Lowest 25th Percentile				34%	40%	42%	41%	40%	44%
Math Achievement				39%	43%	51%	50%	49%	51%
Math Learning Gains				45%	49%	48%	45%	44%	48%
Math Lowest 25th Percentile				41%	46%	45%	35%	39%	45%
Science Achievement				75%	70%	68%	67%	66%	67%
Social Studies Achievement				75%	73%	73%	66%	69%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	53%	52%	1%	55%	-2%
Cohort Comparison						
10	2021					
	2019	53%	50%	3%	53%	0%
Cohort Comparison		-53%				

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
2021					
2019	73%	67%	6%	67%	6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	69%	2%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	63%	-20%	61%	-18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	53%	-15%	57%	-19%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Dr. Phillips High School used OCPS Progress Monitoring Assessment data from Spring testing ELA 9, ELA 10, Algebra 1, Geometry, Biology, and U.S. History.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54%	50%	52%
	Economically Disadvantaged	44%	40%	43%
	Students With Disabilities	17%	14%	16%
	English Language Learners	31%	29%	25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57%	56%	59%
	Economically Disadvantaged	54%	52%	54%
	Students With Disabilities	45%	50%	49%
	English Language Learners	59%	54%	55%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	87%	85%	84%
	Economically Disadvantaged	82%	80%	79%
	Students With Disabilities	78%	89%	60%
	English Language Learners	83%	84%	87%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53%	50%	49%
	Economically Disadvantaged	43%	38%	39%
	Students With Disabilities	19%	20%	16%
	English Language Learners	27%	34%	26%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	41%	50%
	Economically Disadvantaged	36%	35%	43%
	Students With Disabilities	24%	29%	35%
	English Language Learners	52%	46%	64%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	39%	37%
	Economically Disadvantaged	46%	34%	20%
	Students With Disabilities	38%	11%	31%
	English Language Learners	52%	41%	38%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	67%	100%	100%
	Economically Disadvantaged	50%	100%	100%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	68%	68%
	Economically Disadvantaged	24%	66%	68%
	Students With Disabilities	16%	62%	54%
	English Language Learners	25%	53%	52%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	75%	63%	79%
	Economically Disadvantaged	76%	67%	90%
	Students With Disabilities	100%	50%	75%
	English Language Learners	70%	56%	72%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	73%	74%	69%
	Economically Disadvantaged	69%	68%	63%
	Students With Disabilities	44%	31%	49%
	English Language Learners	63%	63%	61%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	20%	20%
	Economically Disadvantaged	25%	20%	25%
	Students With Disabilities	0	0	0
	English Language Learners	13%	0%	25%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	71%	86%	57%
	Economically Disadvantaged	100%	80%	80%
	Students With Disabilities	100%	100%	100%
	English Language Learners	67%	100%	67%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	50%	67%
	Economically Disadvantaged	50%	40%	60%
	Students With Disabilities	n/a	n/a	100%
	English Language Learners	20%	33%	50%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	19	23	20	15	24	23	32	35		91	26
ELL	24	45	43	16	27	33	37	41		97	63
ASN	77	60		51	33		83	95		98	87
BLK	38	42	30	8	11	16	42	61		97	47
HSP	45	51	44	21	25	33	54	57		98	70

2021 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 2019-20	C & C Accel 2019-20
MUL	69	61		44	25		77	64		100	58
WHT	74	61	41	44	24		82	84		98	88
FRL	39	44	36	15	18	25	48	58		97	57
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	566
Total Components for the Federal Index	11
Percent Tested	90%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

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%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA 9, ELA 10, Math, Biology, and U.S. History data comparison from 2021 Spring Performance Matters Assessment (PMA) to data from 2019 are as follows:

ELA 9 increased by 7%, and ELA 10 increased by 4%. The school goal was 61% and missed the projected goal by 6%.

Math increased by 11%. The school goal was 50% and was exceeded by 9%.

Biology decreased by 1%. The school goal was 80%, and was missed the projected goal by 15%.

U.S. History decreased by 4%. The school goal was 80% and was missed by 11%.

The Subgroup data comparison from Spring PMA to data from 2019 is as follows:

Economically Disadvantaged:

ELA - 34% proficient on PMA as compared to 43%

MATH - 47% proficient on PMA as compared to 32%

BIOLOGY - 70% were proficient on PMA as compared to 67%

U.S. HISTORY - 88% were proficient on PMA as compared to 68%

Students with Disabilities:

ELA - 16% proficient on PMA as compared to 21%

MATH - 43% proficient on PMA as compared to 22%

BIOLOGY - 57% proficient on PMA as compared to 44%

U.S. HISTORY - 55% proficient on PMA as compared to 39%

ELL:

ELA - 26% proficient on PMA 3 as compared to 25%

MATH - 48% proficient on PMA 3 as compared to 37%

BIOLOGY - 66% proficient on PMA 3 as compared to 65%

U.S. HISTORY - 56% proficient on PMA 3 as compared to 50%

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

After reviewing the data using the School Grade Data Analysis Module and PMA data from Fall, Winter, and Spring, we found that biology is in the greatest need of improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In Biology specifically, the department consists of 7 Biology content teachers, with 3 who took leave and 1 resigned as a result of the global pandemic. Some other contributing factors are staff turnover, novice teachers, extended leave, teacher absences, and temporary positions. Overall, the highly qualified teacher shortage continues to be a problem across all content areas.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

After reviewing the data using the School Grade Data Analysis Module and PMA data from Fall, Winter, and Spring, we have found Math shows our greatest improvement. There was an increase from 39% proficiency in 2019 EOC to 51% proficiency on PMA3.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The staff for Math has remained the same from the 2019 to 2020 school years. PLC met regularly and utilized data to drive conversations about instructional practice and changes needed to deliver content.

What strategies will need to be implemented in order to accelerate learning?

Continued use of standards-based instruction.
 Continued monitoring of levels of academic student engagement
 Using classroom walkthrough tools to monitor instructional practices
 Monitoring for evidence of implementation of SEL/CRSBT strategies
 Monitoring PLCs during their meetings
 Continued use of data-driven conversations
 Implementation of newly designed Common PLC Agenda/Template
 Ensure preparedness for PLC meeting/Schedule
 Continued used of Norms (created and monitored)

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

During Teacher Pre-Planning and on-going:
 PLC Lead Training for conducting effective PLC meetings
 Schoolwide Social Emotional Learning (SEL) /Culturally Responsive Standards-Based Teaching (CRSBT) Training
 Engagement Tools
 Monitoring learning using digital and traditional tools
 During the School Year:
 Data-Driven Conversations Training

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Professional Learning Communities (PLC) will continue to be monitored for effectiveness. Lead teachers will be trained during pre-planning and will use a common agenda template that supports School Improvement Goals. The Leadership Team will monitor and discuss the PLC agenda and

notes at weekly meetings.

The Leadership Team will monitor instructional effectiveness through the use of classroom-walkthrough tools and Effective Educators iObservation. The Leadership Team will create a calendar to schedule weekly observations. The Leadership Team will use the monitoring tools to provide feedback to teachers and discuss trends and needs with Leadership Team to develop the next steps. During these observations, the leadership team will provide the teachers feedback in the following areas:

Following a Scope and Sequence and Standard-Based Instruction

Use of Instructional Strategies

Level of Student Engagement

Effective Use of Engagement and Monitoring Tool(s)

Evidence of implementation of SEL/CRSBT strategies

The teachers and Leadership Team will continue monitoring student data (academics, graduation requirements, attendance, and discipline). Teachers and the Leadership Team will discuss the next steps at weekly PLCs and Leadership Team meetings. The plan can include tutoring (virtual/face to face), push in/pull out by Interventionist, parent meeting with the team, and/or small groups.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on our student achievement data, VAM Scores, novice teachers, teachers needing tiered support, learning modes (LaunchEd vs. Face to Face), global pandemic concerns, it is critical that leadership is in classrooms and PLC meetings supporting teaching and learning to help ensure students are being provided rigorous standards-based instruction and interventions.
Measurable Outcome:	Using standards-based instruction aligned with researched-based resources, best practice strategies, specific and actionable feedback, Dr. Phillips will see an increase in student achievement in all state tested areas, industry certification pass rate, AP pass rate, and overall graduation by no less than 5% percentage points in all areas.
Monitoring:	The Leadership Team will monitor instruction and provide specific feedback using the Effective Educators i-Observation and classroom walkthrough tool.
Person responsible for monitoring outcome:	Suzanne Knight (suzanne.knight@ocps.net)
Evidence-based Strategy:	The Leadership Team will provide feedback using the instructional strategies from the Effective Educators i-Observation to teachers.
Rationale for Evidence-based Strategy:	The Marzano Protocol (iObservation) identifies the key strategies revealed by research for effective teaching. Feedback based on instructional evidence on the use of research-based strategies supports teachers' growth in their instructional effectiveness.

Action Steps to Implement

Lead Professional Learning Community (PLC) teachers will attend Professional Development (PD) to lead a PLC during pre-planning effectively.

Person Responsible Mary Ballerino (mary.ballerino@ocps.net)

PLC leaders will share PD information with their PLCs, including the Non-negotiables

Non-Negotiables:

Reviewing standards

Discussing and modeling instructional strategies

Analyzing data (student work, formative and summative assessment)

Following a common PLC Agenda/Template

Preparing for PLC meeting/Schedule (submitted to Assessing Administrator)

Creating and following norms

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

The Leadership Team will attend PLC to monitor the effectiveness of PLC.

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

The Leadership Team will create a calendar to schedule weekly walkthroughs for calibration.

Person Responsible Mary Ballerino (mary.ballerino@ocps.net)

Leadership will utilize a Classroom Walkthrough Tool (CWT) and Effective Educators iObservations with the following non-negotiables:

Standard Based Instruction (CRM/Scope & Sequence)

Level of Student Engagement - Academic (level of rigor the standard calls for, quantify based on the number of students engaged)

Engagement Tool(s) Used: i.e., academic notebooks, thinking maps/bubble maps, graphic organizers, digital tools, etc.

Evidence of how the teacher monitors learning.

Evidence of implementation of SEL/CRSBT strategies

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

The Leadership Team will provide specific and actionable feedback to teachers, and the Leadership Team will discuss observation trends at weekly meetings.

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

Progress monitoring of student achievement, including graduation milestones, will be conducted.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: In the 2018-2019 and 2019-2020 school year, the ESSA subgroup, Students with Disabilities, had the lowest achievement in all stated assessed components of the school grade. In addition, for the 20-21 school data, all Students with Disabilities ESSA subgroup scored the lowest of all students based on PMA 3 data in all state assessed categories.

Measurable Outcome: The goal for all Students with Disabilities ESSA sub-group is to 1) maintain 44% or higher for the next 3 consecutive years and/or not fall below the 41% threshold 2) will show an increase of 5% in their overall achievement scores in every state assessed component of the school grade.

Monitoring: The data for Students with Disabilities will be monitored by the teachers, Staffing Specialists, and administrators.

Person responsible for monitoring outcome: Vanessa Morrow (vanessa.morrow@ocps.net)

Evidence-based Strategy: Decisions for the implementation of specific instructional strategies and accommodations will be based on data.

Rationale for Evidence-based Strategy: Baseline data indicating where the students are at the beginning of the year, a scope and sequence when the teacher should teach standards, regular assessment to assess those standards, and continuous addressing of the needs will help our Students with Disabilities increase academic achievement.

Action Steps to Implement

Develop a team to conduct frequent and timely data chats with ESE support staff after each Progress Monitoring Activities (PMA) data point.

Person Responsible Vanessa Morrow (vanessa.morrow@ocps.net)

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.

Person Responsible Vanessa Morrow (vanessa.morrow@ocps.net)

All Learning Strategy teachers will communicate accommodations and best strategies to implement in the classroom.

Person Responsible Vanessa Morrow (vanessa.morrow@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus**

Description and Rationale: Based on student panorama data, 17% of students felt a sense of belonging to the school.

Measurable Outcome: Based on quarterly student surveys, we anticipate a 30% increase in students' sense of belonging to the school.

Monitoring: Students and faculty will receive quarterly surveys that mirror the panorama questions to closely monitor the effectiveness of our Social Emotional Learning and Culturally Responsive Standards-Based Teaching strategies.

Person responsible for monitoring outcome:

Mary Ballerino (mary.ballerino@ocps.net)

Evidence-based Strategy:

Teachers will implement two evidence-based strategies for this area of focus: General teaching practices that create classroom and schoolwide conditions that facilitate and support social and emotional development in students and integrate skill instruction and practices that support Social Emotional Learning within the context of an academic curriculum.

Rationale for Evidence-based Strategy:

Establishing positive and predictable classroom environments will provide students with shared expectations and practices to reflect and communicate high achievement while promoting positive teacher-student relationships will help students have a better sense of belonging at school. Integration of skill instruction will allow students to develop self-awareness, perspective-taking ability, and empathy to create a positive classroom and school climate.

Action Steps to Implement

The SEL/CRSBT team will be monitoring the positive culture and environment quarterly throughout the school year and refine the skills needed to reach our goal. SGA organizing activities throughout the year to promote positive sense of belonging on campus.

Person Responsible Mary Ballerino (mary.ballerino@ocps.net)

Quarterly 2-3 survey questions to monitor the sense of belonging on campus throughout the year.

Person Responsible Mary Ballerino (mary.ballerino@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After a review of the data from the Florida School Safety Dashboard, it was reported that Dr. Phillips High School had 2.2 reported incidents per 100 students. When compared to all high schools statewide, it falls in the low category. As we disaggregate the data of the three categories, we had the following results:

Category #1, Violent Incidents, Dr. Phillips High School falls in the high range with 54 incidents out of 3858 students. The primary area of concern was determined to be "Fighting," with the secondary area of concern is "Threat or Intimidation."

Category #2, Property Incidents, Dr. Phillips High School falls in the high range with 4 incidents out of 3858 students. The primary area of concern was determined to be "Breaking and Entering/ Burglary," with the secondary area of concern being "Larceny, Theft, or Motor Vehicle."

Category #3, Drug/Public Order Incidents, Dr. Phillips HS falls in the low range with 28 incidents out of 3858 students. The primary area of concern was determined to be "Drug Use or Possession," with the secondary area of concern being a tie between "Disruption on Campus" and "Tobacco."

The school will do the following:

The deans will conduct Restorative Practices.

The trained teacher/dean will conduct the circles as needed based on data.

The administrator will meet monthly with deans to discuss and analyze suspension data.

The discipline team will review errors and discuss corrective action.

The discipline team will review and monitor the implementation of the discipline matrix to ensure consistency.

All Deans will attend Micro-aggression Training.

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.

Through Social Emotional Learning (SEL), students will engage in strategies that will help foster a sense of belonging in school. The SEL/CRSBT Team will survey students and faculty quarterly to monitor how connected they feel to the school. Teachers will receive ongoing professional development to learn and refine strategies that will help promote a positive classroom and school climate.

By the end of September 2021, students and staff will receive a climate and culture survey focusing on

sense of belonging. The results from this survey will drive the instruction for our SEL PD in October. By the end of December 2021, students and staff will receive a climate and culture survey that focuses on relationships within the school. The results from this survey will drive the instruction for our SEL PD in January.

By the end of March 2022, students and staff will receive a climate and culture survey that focuses on SEL within the school and classroom. The results from this survey will drive the focus for our SEL team for 22-23 school year.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The SEL/CRSBT team will be monitoring the positive culture and environment quarterly throughout the school year and refine the skills needed to reach our goal.

Ms. Nestler will send home birthday cards for staff on a monthly basis.

Ms. Graves and Ms. Whipple will help train faculty and staff in promoting mental health awareness within the school day (ongoing throughout the year).

The SEL Leadership team (Ms. Loftus, Ms. Ballerino, Ms. Nestler, Ms. Graves, Ms. Whipple, Dr. Knight, Ms. Patel, Mr. Wical) will collaborate as they develop the SEL trainings for the school year (October 2021, January 2022, April 2022).

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00