

Orange County Public Schools

Dr. Phillips High



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Dr. Phillips High

6500 TURKEY LAKE RD, Orlando, FL 32819

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

Start Date for this Principal: 7/9/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2021-22 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	2021-22: C (51%) 2018-19: B (58%) 2017-18: B (57%)
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	ATSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Dr. Phillips High

6500 TURKEY LAKE RD, Orlando, FL 32819

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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
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, Agricultural, Edgenuity, ESE, Registrars, Guidance Clerk, Guidance Records Clerk, Staffing Specialists, 504 Coordinator, Behavior Specialists, SAFE Coordinator, Attendance/Records Clerk, ESE Program Assistants and Clerks</p> <p>Student Schedules, Master Schedule, Progress Reports, Report Cards/ Progress Reports</p> <p>Records Storage</p> <p>Accountability Data and FTE</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>
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, ESOL, World Languages, ESOL Paras and Clerks, Testing Coordinator Performing Arts, ESOL Compliance Specialist</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>SAC</p> <p>Vision Screening Administrator</p> <p>World Heart Day Administrator</p> <p>Healthy School Team</p> <p>Panorama / Advanced ED</p> <p>Character Lab Contact</p> <p>Skyward Administrator</p>
Morse, James	Assistant Principal	<p>Proactively Assist the Principal in leading programs, activities, and functions consistent with district policy and priorities.</p> <p>Assessing following teams: Science, Physical Education, Engineering, AP Computer Science, Discipline Clerks, Deans, ROTC, PASS, Security, TSR Academic Award Ceremony</p> <p>Aspire to Excellence</p> <p>MAO</p> <p>Clubs and Class Sponsors</p> <p>Culturally Responsive</p> <p>Custodial</p> <p>Device Distribution</p> <p>Junior and Senior Interns</p>

Name	Position Title	Job Duties and Responsibilities
		Digital Tech Administrator Field Trips Property Inventory PTSA Tom Joyner College Day
Ralph, Doug	Assistant Principal	Proactively Assist the Principal in leading programs, activities, and functions consistent with district policy and priorities. Assessing following teams: Upper Math, Social Studies, Business, Visual Arts Duty roster for extra-curricular activities Administrator over Parking Decals South Campus Supervision Schedule Calculus Project Safe School Plan Sonitrol/Fire Alarms Facilities: B14 Property Inventory Work Orders Room needs Custodians Shelter Coordinator Administrator that oversees Safety and Emergency Management Keys Emergency Drills Radios Golf Carts Adjudication Notification
Ramsey, Jackie	Principal	Leading and responsible for the entire school program at Dr. Phillips High School. Assessing the following: Assistant Principals, Algebra 1, Geometry, Performing Arts, CRT, Media Specialist and Clerks, Athletic Director, Head Secretary, Bookkeepers - Budget & Internal, Front Desk clerks.

Demographic Information

Principal start date

Saturday 7/9/2022, Jackie Ramsey

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

14

Total number of teacher positions allocated to the school

170

Total number of students enrolled at the school

3,099

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

37

Identify the number of instructional staff who joined the school during the 2022-23 school year.

37

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	0	750	783	811	731	3075
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	254	340	393	379	1366
One or more suspensions	0	0	0	0	0	0	0	0	0	76	141	107	54	378
Course failure in ELA	0	0	0	0	0	0	0	0	0	56	5	10	34	105
Course failure in Math	0	0	0	0	0	0	0	0	0	52	27	37	17	133
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	251	255	298	0	804
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	237	341	3150	98	3826
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	263	330	349	127	1069

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	5	3	8	19

Date this data was collected or last updated

Wednesday 8/17/2022

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	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	2	6	3	9	6	26	

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	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	
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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	2	6	3	9	6	26	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	49%	51%				56%	55%	56%
ELA Learning Gains	46%						50%	53%	51%
ELA Lowest 25th Percentile	31%						34%	40%	42%
Math Achievement	23%	36%	38%				39%	43%	51%
Math Learning Gains	37%						45%	49%	48%
Math Lowest 25th Percentile	50%						41%	46%	45%
Science Achievement	51%	31%	40%				75%	70%	68%
Social Studies Achievement	66%	43%	48%				75%	73%	73%

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

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
2022					
2019	73%	67%	6%	67%	6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	69%	2%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	63%	-20%	61%	-18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	53%	-15%	57%	-19%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	29	21	13	40	51	29	29		99	21
ELL	20	41	39	18	42	51	35	47		95	59
ASN	78	65		59	64		87	94		98	88
BLK	31	33	21	15	31	46	38	53		100	45
HSP	39	47	38	25	40	52	45	63		97	62
MUL	58	50		26	27		71	82		92	74
WHT	66	59	36	37	44	53	73	82		98	76
FRL	35	39	26	19	34	50	41	59		97	55
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	568
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
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	79
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	43
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	51
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	60
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	63
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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, Math, Biology and U.S. History data 2022 Spring from Florida Standards Assessment to data from 2020-2021 are as follows:

ELA proficiency decreased by 8 percent from 2021 to 2022 with an overall decrease of 15 percent from 2018 to 2022.

Math proficiency increased by 1 percent from 2021 to 2022.

Biology proficiency decreased by 11 percent from 2021 to 2022 with an overall decrease of 16 percent from 2018 to 2022.

U.S. History increased by 8 percent from 2021 to 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

After reviewing and analyzing the data 2020-2021 to 2021-2022 FSA data, we found that ELA, Math, and 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 grade 10 ELA, three of five instructional positions were vacant through the end of the first semester. Observational data trends revealed that instruction was not aligned to the grade level standards and lack of authentic monitoring. Minimal and inconsistent small group implementation resulted in a lack of Tier 2 and 3 instruction. Transportation challenges resulted in increased tardies and absences in the first period.

In Math, five out of eight teachers were new to the school and two of the five are first-year teachers. Observational data trends revealed that instruction was not aligned to the grade level standards and lack of authentic monitoring. Minimal and inconsistent small group implementation resulted in a lack of Tier 2 and 3 instruction. Transportation challenges resulted in increased tardies and absences in the first period.

In Biology, four out of seven teachers were new to the department. Observational data trends revealed that instruction was not aligned to the grade level standards and lack of authentic monitoring. Minimal and inconsistent small group implementation resulted in a lack of Tier 2 and 3 instruction. Transportation challenges resulted in increased tardies and absences in the first period.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

After reviewing and analyzing the data 2021 to 2022 FSA data, we found that U.S. History proficiency showed the most improvement.

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

The US History PLC had a strong foundation with 3 of the 4 teachers from 2020-2021 continuing in US History. The PLC met regularly to deconstruct standards to make the content more accessible to students. There was also a very strong focus on data analysis to determine what content and skills needed to be re-taught to students, with differentiation based on students' individual data. Teachers held data chats with students. This helped students appreciate their strengths and understand their next steps forward to improve their results. Data chats gave teachers the opportunity to conference one-on-one with students to address content and skill misconceptions. Using data chats, students were given the opportunity to reflect and have an open dialogue about their growth. The result was shared ownership of the student's progress.

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

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

Grade 10 ELA, Algebra 1, and Biology are not scheduled the first period to eliminate attendance issues caused by transportation.

Schoolwide professional development will be provided in the following targeted areas:

Deconstructing the Benchmarks for Excellent Student Thinking standards, B.E.S.T.

Implementing traditional and digital monitoring tools to determine students' level of understanding of the B.E.S.T. standard

Implementing Small Group Instruction and Rotation

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, teachers will be exposed to the following training.

Deconstructing the Benchmarks for Excellent Student Thinking standards, B.E.S.T.

Traditional and digital monitoring tools to determine students' level of understanding of the B.E.S.T.

standard

Small Group Instruction and Rotation

Model classrooms will be selected for Tier 2 and 3 teachers to observe high-quality instruction.

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

Update Professional Learning Communities (PLC) will continue to be monitored for effectiveness. The Leadership Team will monitor and discuss the PLC agenda and notes at weekly meetings including the deconstruction of standards and Scope and Sequence.

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 in the following areas:

Deconstructing the Benchmarks for Excellent Student Thinking standards, B.E.S.T.

Implementing traditional and digital monitoring tools to determine students' level of understanding of the B.E.S.T. standard

Implementing Small Group Instruction and Rotation

Use of Instructional Strategies

Level of Student Engagement

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our student achievement data, VAM Scores, novice teachers, and teachers needing tiered support, it is critical that leadership is in classrooms and PLC meetings supporting the implementation of small-group models to help ensure students are to ensure students have an equitable learning experience and learn content at a pace and level they understand. Our goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Implementation of small groups 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:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Jackie Ramsey (jackie.ramsey@ocps.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The Leadership Team will provide feedback using the instructional strategies from the Effective Educators i-Observation to teachers.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional staff will attend Professional Development (PD) to implement small-group models effectively. Professional Development (PD) focus will include discussing and modeling (peer-observations) small group instructional strategies - evidence of this professional development will increase teacher knowledge and improve instructional delivery. Next, providing training on analyzing data (student work, formative and summative assessment) to assign groups correctly. Evidence of this training will consist of properly identifying students in the bottom quartile and providing appropriate tiered interventions. Moreover, the use of adaptive literacy programs such as, Reading Plus & SIPP, will be demonstrated to bridge learning gaps within the ESE subgroup.

Person Responsible Nybria Johnson (nybria.johnson@ocps.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our student achievement data, VAM Scores, attendance data, panorama data, it is critical that student engagement strategies are implemented in classrooms to help instructional staff build relationships, provide relevant instruction and improve attendance data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of student engagement, Dr. Phillips High School will see an increase in student achievement in Science proficiency by 5% or more.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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:

James Morse (james.morse@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The Leadership Team will provide actionable feedback on the instructional strategies from the Effective Educators i-Observation to teachers.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional staff will attend Professional Development (PD) to implement small-group models effectively. Professional Development (PD) focus will include discussing and modeling (peer-observations) small group instructional strategies - evidence of this professional development will increase teacher knowledge and improve instructional delivery. Next, providing training on analyzing data (student work, formative and summative assessment) to assign groups correctly. Evidence of this training will consist of properly identifying students in the bottom quartile and providing appropriate tiered interventions. Moreover, the use of adaptive literacy programs such as, Reading Plus & SIPP, will be demonstrated to bridge learning gaps within the ESE subgroup.

Person Responsible

[no one identified]

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our student achievement data, VAM Scores, novice teachers, and teachers needing tiered support, it is critical that leadership actively participate in Professional Learning Community meetings and observe classrooms daily to support the; implementation of B.E.S.T. standards, development of standards based lessons plans aligned to the district scope and sequence along with implementation of the small group strategies.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The ESSA subgroup, Students with Disabilities scored below 41%. Dr. Phillips High School will improve our 2022 ESSA Federal Index for our Students with Disabilities subgroup from 35% to 41%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

In order to meet this goal, Dr. Phillips High School will collect and analyze culminating task data and Florida's Assessment of Student Thinking data as well as classroom walkthrough data.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The Leadership Team will participate in a book study 'Get Better Faster: A 90-Day Plan for Coaching New Teachers' by Paul Bambrick Santoyo. The Leadership Team will provide frequent actionable feedback using the instructional strategies from the Effective Educators i-Observation tool as well as the classroom walk-through tool.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting these strategies is based on the OCPS strategic plan objective, High Expectations for Student Learning. Students with Disabilities will have the opportunity to interact with Algebra 1 and Geometry content in collaborative small groups, small group push-in with Tier 1 Interventionists and small group pull-out with Tier 1 Interventionists.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional staff will attend Professional Development (PD) to implement small-group models effectively. Professional Development (PD) focus will include discussing and modeling (peer-observations) small group instructional strategies - evidence of this professional development will increase teacher knowledge and improve instructional delivery.

Person Responsible Jackie Ramsey (jackie.ramsey@ocps.net)

Teachers will be tiered based on classroom walk-through data and the August administration of Florida's Assessment of Student Thinking results. Tier 2 and Tier 3 teachers will participate in the coaching cycle with the instructional coach.

Person Responsible Jackie Ramsey (jackie.ramsey@ocps.net)

Training will be provided on analyzing data (student work, formative and summative assessments) to assign groups appropriately. Deliverables from this training will consist of rosters for teacher created small groups, push-in support groups with Tier 1 Interventionists and pull-out small groups with Tier 1 Interventionists as well as Tier 1 Interventionist daily period by period schedule.

Person Responsible Jackie Ramsey (jackie.ramsey@ocps.net)

Teachers will use their collaborative Professional Learning Community meetings to plan lessons that strategically provide Students with Disabilities opportunities to collaborate with peers using academic discourse resulting in authentic engagement in the math content. They will deliberately plan for and implement the following strategies: Organizing Students to Interact with New Content, Helping Students Process New Content and Organizing Students to Practice and Deepen Knowledge.

Person Responsible Jackie Ramsey (jackie.ramsey@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

n/a

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The 2021-2022 Spring Panorama results showed that climate, student sense of belonging, and teacher-student relationship were the areas of concern. Teachers will be provided with professional development on establishing and maintaining positive relationships with their students. The administrative team will provide feedback on the implementation of strategies as well as collect data to provide tier support for teachers. The administrative team, PTSA, SAC, Student Council, Blue Zoo (student group), and Senior Class Officers will work together to organize student activities to increase student belonging.

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

The various stakeholders include the administrative team, faculty, PTSA, SAC, Student Council, Blue Zoo (student group), and Senior Class Officers. They will work together to improve student belonging, teacher and student relationships, and school climate by implementing and participating in extracurricular activities.