

Orange County Public Schools

Dr. Phillips High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	27

Dr. Phillips High

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Johnson, Nybria	Assistant Principal	Language Arts (22) World Language (10) ESOL (2) ESOL Paras (4) ESOL Clerk (1) CRT (1) ADDitions Coordinator Master Schedule = Assist Mental Health Training (work w SAFE) Panorama Surveys Partners In Ed (PIE) Professional Development Project Impact Property Inventory - Support PSAT Parent night Admin- work w API & Guidance PTSA School Advisory Council (SAC) School Improvement Plan Social Media TOY and SPOY Vision Screening West Orange Chamber of Commerce Liason World Heart Day Academic awards, Athletic awards, Homecoming Dance & Prom support & supervision New student orientation & Open House - support & supervision Admin/Leadership Team Meetings Monitor instructional trends data Progress Monitor all school data Small Group Interventions & Monitoring Supervision - Extra Curricular Supervision AM, PM, Transition and lunch Teacher Evaluation Other duties as assigned by the Principal
Morrow, Vanessa	Assistant Principal	Agriculture (2) Business Dept (7) Edgenuity (2) ESE (13) Guidance (8) Reading Scherfer (1) ESE Paras (4) ESE Program Assistants (4) Guidance Clerk (1) Guidance Records Clerk (1) Registration (2) Academic Awards Ceremony Acceleration monitoing & Data Accountability Corrections

Name	Position Title	Job Duties and Responsibilities
		Advance Placement Placement/Withdraw At Risk Meeting/ Team Administrative representative Attendance Clerk (1) Attendance Clinic Dual Enrollemt and AA Email - add/delete and groups FTE Graduation Khan Academy & OSP Magnet Administrator Master Schedule = Lead Merit Scholars Monitor DPHS Emails Records Storage Report Cards/Progress Reports School Grade Documentation Skyward Student Grades Student Schedules Summer School '24 Super Scholars Academic awards, Athletic awards, Homecoming Dance & Prom support & supervision New student orientation & Open House - support & supervision Admin/Leadership Team Meetings Monitor instructional trends data Progress Monitor all school data Small Group Interventions & Monitoring Supervision - Extra Curricular Supervision AM, PM, Transition and lunch Teacher Evaluation Other duties as assigned by the Principal
Ramsey, Jackie	Principal	Athletic Director (1) Media Specialist (1) Performing Arts (13) US History (5) Visual Arts (6) Bookkeepers (2) Front Desk Clerks (2) Media Clerks (2) School Secretary (1) TSRs (2) School Health Assistant (1) Adjudication Notification Athletics Budget Classroom monitoring schedule

Name	Position Title	Job Duties and Responsibilities
		DCTL Device Distribution Digital/Tech Administrator Faculty Staff Handbook Fundraisers Healthy School Team Level 4 meetings Master Schedule = Assist Rotary Liaison School/Community Relations Shelter Coordinator Staff Development Supervision - Extra Curricular Tangelo Park Representative Weekly Staff Correspondence Review Discipline Packets Academic awards, Athletic awards, Homecoming Dance & Prom support & supervision New student orientation & Open House - support & supervision Admin/Leadership Team Meetings Monitor instructional trends data Progress Monitor all school data Small Group Interventions & Monitoring Supervision - Extra Curricular Supervision AM, PM, Transition and lunch Teacher Evaluation
Morse, James	Assistant Principal	Deans (4) Engineering & AP Cmp Sci (2) Physical Education (8) ROTC (4) Science (19) Discipline Clerks (3) PASS (1) Security (3) SB mental health counselor (1) SAFE (1) Clubs & Class Sponsors Culturally Responsive Custodial - Assign Tasks Custodial - Summer Schedule Discipline Facilities: B14 Golf Carts Junior/Senior Interns Level 4 meetings Maintenance - Room needs Master Schedule = Assist Parking Decals

Name	Position Title	Job Duties and Responsibilities
		PASS Property Inventory Sonitrol/Fire Alarms Transportation Work Orders Weapons Screenings Academic awards, Athletic awards, Homecoming Dance & Prom support & supervision New student orientation & Open House - support & supervision Admin/Leadership Team Meetings Monitor instructional trends data Progress Monitor all school data Small Group Interventions & Monitoring Supervision - Extra Curricular Supervision AM, PM, Transition and lunch Teacher Evaluation Other duties as assigned by the Principal
Nguyen, Le	Assistant Principal	Math (20) Social Studies (12) Testing Coordinator (1) Aspire to Excellence (MAO) Calculus Project Duty roster for extra-curricular activities Emergency Drills Field Trips MAO Meeting Administrator Master Schedule = Assist Radios Safe School Plan Safety & Emergency Management Supervision schedule Testing Additions Volunteers Academic awards, Athletic awards, Homecoming Dance & Prom support & supervision New student orientation & Open House - support & supervision Admin/Leadership Team Meetings Monitor instructional trends data Progress Monitor all school data Small Group Interventions & Monitoring Supervision - Extra Curricular Supervision AM, PM, Transition and lunch Teacher Evaluation Other duties as assigned by the Principal

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The development of the School Improvement Plan involved stakeholders, staff, students, and families through the use of Panorama surveys. Panorama surveys provided data to gather information on the climate of the school. Next, students' and families' input was achieved during School Advisory Council meetings as they took the bulk of responsibility for developing the positive culture and environment SIP goal. Moreover, bi-weekly collaborations with the Student Government Association to boost the morale of staff and students' sense of belonging to the school was an instrumental part of the SIP development.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state's academic standards through data chats with stakeholders when disaggregating data about assessments. Assessments include district-created unit assessments, quarterly progress monitoring assessments, and state administered assessments. To regularly monitor all students, with an emphasis on those students with the greatest achievement gap, the school leadership team will conduct weekly classroom walkthroughs to identify trends. As trends are identified, school based leadership team will provide feedback and support with specific strategies to support the learning within the classroom. Tutoring will be provided, particularly for students with the greatest achievement gap. Weekly walkthroughs will occur during tutoring to capture the learning and growth opportunities for the program.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	82%
2022-23 Economically Disadvantaged (FRL) Rate	87%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN)

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	1366	
One or more suspensions	0	0	0	0	0	0	0	0	0	378	
Course failure in ELA	0	0	0	0	0	0	0	0	0	105	
Course failure in Math	0	0	0	0	0	0	0	0	0	133	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	804	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	3826	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1069

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	19

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	46	49	50	44	49	51	52		
ELA Learning Gains				46			52		
ELA Lowest 25th Percentile				31			39		
Math Achievement*	23	34	38	23	36	38	22		
Math Learning Gains				37			21		
Math Lowest 25th Percentile				50			26		
Science Achievement*	62	66	64	51	31	40	60		
Social Studies Achievement*	60	66	66	66	43	48	67		
Middle School Acceleration					44	44			
Graduation Rate	96	87	89	98	62	61	98		
College and Career Acceleration	54	65	65	63	70	67	68		
ELP Progress	49	45	45	59			61		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	568
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	2	
ELL	45			
AMI				
ASN	83			
BLK	44			
HSP	55			
MUL	61			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	70			
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	46			
AMI				
ASN	79			
BLK	43			
HSP	51			
MUL	60			
PAC				
WHT	63			
FRL	47			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	46			23			62	60		96	54	49
SWD	23			15			30	36		8	6	
ELL	22			14			46	43		55	7	49
AMI												
ASN	87			53			92	88		80	6	
BLK	36			16			50	40		34	7	33
HSP	44			22			62	58		53	7	50

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	46			12			73	82		58	6	
PAC												
WHT	63			40			81	83		71	7	56
FRL	40			17			54	49		46	7	49

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	44	46	31	23	37	50	51	66		98	63	59
SWD	16	29	21	13	40	51	29	29		99	21	
ELL	20	41	39	18	42	51	35	47		95	59	59
AMI												
ASN	78	65		59	64		87	94		98	88	
BLK	31	33	21	15	31	46	38	53		100	45	56
HSP	39	47	38	25	40	52	45	63		97	62	58
MUL	58	50		26	27		71	82		92	74	
PAC												
WHT	66	59	36	37	44	53	73	82		98	76	69
FRL	35	39	26	19	34	50	41	59		97	55	61

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	52	52	39	22	21	26	60	67		98	68	61
SWD	19	23	20	15	24	23	32	35		91	26	
ELL	24	45	43	16	27	33	37	41		97	63	61
AMI												
ASN	77	60		51	33		83	95		98	87	
BLK	38	42	30	8	11	16	42	61		97	47	30
HSP	45	51	44	21	25	33	54	57		98	70	61
MUL	69	61		44	25		77	64		100	58	
PAC												
WHT	74	61	41	44	24		82	84		98	88	

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	39	44	36	15	18	25	48	58		97	57	57

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	45%	49%	-4%	50%	-5%
09	2023 - Spring	40%	46%	-6%	48%	-8%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	47%	-32%	50%	-35%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	27%	45%	-18%	48%	-21%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	63%	-4%	63%	-4%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	62%	-4%	63%	-5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that shows the lowest performance was mathematics, Algebra 1, and Geometry. Algebra 1 scored 17% in proficiency and 28% in Geometry. A contributing factor to the low performance was classroom vacancies. Algebra 1 had 1 classroom vacant for a semester. Geometry had 2 classrooms vacant during the 2nd semester. Additionally, the administrator for mathematics retired during the first semester, and a new administrator joined the team.

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

The most significant reason for the decline in the 2022-2023 US History End of Course data was a staffing issue. US History started the year with a vacancy due to the state-wide teacher shortage. This issue was addressed at the beginning of the second marking period when a full time teacher was hired.

A secondary factor was a change in the format of the US History EOC. The language and terminology in the EOC was markedly different from years' past. The Florida DOE debriefing for school districts on performance and frequency of content topics on End of Course Exams was helpful in the past for schools and teachers to reflect and plan for future instruction to address the areas for growth from the previous year. The state-level debriefing has not taken place since the summer of 2019.

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.

U.S. History data component showed the greatest decline from the prior year with a decrease of 8%. 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.

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

The data component that showed the most improvement was Biology with an increase of 8%. The Biology PLC had a strong foundation with 4 out of 6 teachers from 2021-2022 continuing in Biology. 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.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

n/a

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

1. Sense of Belonging among staff and students
2. Continuous improvement and monitoring of school's safety plans
3. Instructional Practice specifically relating to Small Group Instruction
4. Instructional Practice specifically relating to Student Engagement
5. Implementing multi-tiered system of supports using data

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2022-2023 Spring Panorama results showed that climate (dropped by 4% from Spring of 2022), student sense of belonging (dropped by 1% from Spring of 2022), and teacher-student relationship (dropped by 2% from 2022) were the areas of concern.

Measurable Outcome:

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

The 2024 Spring Panorama will show an increase of 10% in climate, student sense of belonging, and teacher-student relationship.

Monitoring:

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

The desired outcome will be monitored through attendance to school events data, referral data, and 2024 Spring Panorama results.

Person responsible for monitoring outcome:

Nybria Johnson (nybria.johnson@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The various stakeholders include the administrative team, faculty, Parent Teacher Student Association (PTSA), School Advisory Council (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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The various stakeholders include the administrative team, faculty, Parent Teacher Student Association (PTSA), School Advisory Council (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.

Teachers whose areas of growth include establishing positive relationships with students 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, Parent Teacher Student Association (PTSA), School Advisory Council (SAC), Student Council, Blue Zoo (student group), and Senior Class Officers will work together to organize student activities to increase student belonging.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify teachers whose areas of growth include establishing positive relationships with students.

Provide professional development opportunities for establishing and maintaining positive relationships with their students.

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

By When: October 13, 2023

Throughout the year, Ms. Ramsey will schedule collaboration meetings with student groups to organize student activities.

Ms. Ramsey and Ms. Johnson will schedule monthly Parent Teacher Student Association (PTSA) and School Advisory Committee (SAC) meetings to identify the appropriate use of school improvement funds to implement inclusive strategies.

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

By When: Throughout the year

No description entered

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

By When:

No description entered

Person Responsible: [no one identified]

By When:

No description entered

Person Responsible: [no one identified]

By When:

No description entered

Person Responsible: [no one identified]

By When:

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 5% percentage points.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Leadership Team will monitor instruction and provide specific feedback using the Effective Educators i-Observation and classroom walkthrough tool.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 improve pedagogy and 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, IXL Reading, Lexia, & Appleroth, will be demonstrated to bridge learning gaps within the ESE and ELL subgroup.

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

By When:

#3. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Based on ELA Proficiency data of 44% in 2022-2023 State ELA Assessment and 34% in 2022-2023 FAST 2 data results, the school plans to increase ELA Proficiency to 48% on the ELA Assessment. The learning gain goal for ELA is 50% on the ELA State assessment.

Based on the Math Proficiency data of 23% in 2022 - 2023 EOC results and 15% Proficiency in 2022-2023 school-wide STAR 2 MOY data, the school plans to increase Math Proficiency to 30% on the EOC Math State assessment. The learning gain goal for Mathematics is 50% on the EOC Math State assessment.

Based on Science Proficiency data of 59% in 2022-2023 State Science Assessment and 59% in 2022-2023 PMA 3 data results, the school plans to increase Biology Science Proficiency to 54% on the State Science Assessment.

Based on Social Studies Proficiency data of 58% in 2022-2023 State Social Studies Assessment and 56% in 2022-2023 PMA 3 data results, the school plans to increase Studies Studies Proficiency to 70% on the Studies Studies Assessment.

Monitoring:

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

In order to continue to adequately monitor and analyze for the desired outcome, we will collect data from the leadership team classroom walk-through tool to determine the classrooms lacking the use of engagement tools to monitor for understanding. The leadership team will have data-driven discussions within PLCs, provide coaching support for identified teachers needing consistent monitoring, and make necessary adjustments that improve outcomes. Teachers will be provided professional development to improve their instructional strategies, with an emphasis on engagement strategies. Effective teachers will share engagement strategies within their PLCs. The leadership team will work with teachers to incorporate engagement strategies to support with monitoring identified student grouping. Teachers will be provided resources to support engagement strategies for students with one grade level, students within the bottom quartile, and ESSA subgroups (ELL, SWD, and Economically Disadvantaged)

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is to have teachers utilize engagement strategies in the continuous improvement model. When teachers are intentional and analyze their instructional practices they will present instruction based on proven instructional practices, with an emphasis on engagement strategies,

to improve student proficiency. Teachers will use data from common assessments to drive instruction and intentionally plan engagement strategies with the student groups that are at a deficit. This will ensure that engagement strategies are being implemented based on the data from assessments. This allows teachers to provide the necessary engagement strategies needed to lessen the deficits of particular standards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Planning: Pre-planning engagement tools/platforms to share/explain best practices through common planning and the support of the leadership team.
2. Monitoring: Observe instruction weekly based upon the implementation of the CRM and pre-planned instruction.
3. Provide teacher feedback: Meaningful and actionable feedback on a bi-weekly basis
4. Provide teachers with additional resources to support our students with one year below grade level, students within the bottom quartile, ELL, SWD, and Economically Disadvantaged students.
5. Students with one year below grade level, students within the bottom quartile, and students identified in the ELL, SWD, and Economically Disadvantaged subgroups will be invited to attend tutoring programs.

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

By When:

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Algebra 1 has 55 students who impact the math achievement denominator who are identified as ESSA SWD. Of the 55 students, 40 count for math learning gains, and 16 are in the bottom quartile. To support this subgroup, Mr. Richard Colgan is working with Level 2s, students that are likely to need substantial support to gain achievement in Algebra 1. Mr. Colgan meets with his students twice a week. We are hiring math tutors to work directly with the Level 1 ESSA SWD students, through ESSER funding. The tutors will push into specific classrooms, with a fixed schedule. Tutors will sit alongside students through teachers' tier 1 instruction, and work with students during collaboration/independent practice time. Additionally, tutors will work with students as they progress through their IXL individual action plans to achieve learning gains.

Geometry has 44 students who impact the math achievement denominator who are identified as ESSA SWD. Of the 44 students, 41 count for math learning gains, and 21 are in the bottom quartile. To support this subgroup, we are hiring math tutors to work directly with the Level 1 ESSA SWD students, through ESSER funding. The tutors will push into specific classrooms, with a fixed schedule. Tutors will sit alongside students through teachers' tier 1 instruction, and work with students during collaboration/independent practice time. Additionally, we will assign our Program Specialist to specific classrooms to support our bottom quarter tile students. Our program specialist will see students twice a week, working on their IXL individual action plans to achieve learning gains.

Algebra 1 and Geometry will also provide tutoring for our ESSA SWD students, through ESSER funding. Tutoring will provide students the opportunity to practice current skills and preview upcoming content with a focus on pre-requisite skills.

ELA 9 has 50 students who impact the English achievement denominator who are identified as ESSA SWD. Of the 50 students, 42 count for English learning gains, and 20 are in the bottom quartile. To support this subgroup, our program specialist is working with Level 2s, students that are likely to need substantial support to gain achievement in English. She will sit alongside students through teachers' tier 1 instruction, and work with students during collaboration/independent practice time.

ELA 10 has 56 students who impact the English achievement denominator who are identified as ESSA SWD. Of the 53 students, 53 count for English learning gains, and 23 are in the bottom quartile. To support this subgroup, we have purchased additional IXL Reading licenses to implement in standard English classes with the Level 1 ESSA SWD students – this platform is key to effectively implementing rotations, stations, and small grouping.

ELA 9 and ELA 10 will also provide after-school tutoring for our ESSA SWD students. Tutoring will provide students the opportunity to practice current skills and preview upcoming content with a focus on pre-requisite skills.

US History has 44 students in the ESSA SWD who impact the social studies achievement denominator. US History interventionists will push into class to work with students who performed at Level 2 on their FAST ELA 10 last year. The 44 students will also engage in spiral review at the start of every day. This will provide students with exposure to NGSSS End-of-Course question types.

Biology has 64 students in the ESSA SWD who impact the science achievement denominator. 33 of the students scored a Level 2 or higher on their 2023 ELA test. Biology Program Specialist will push into class to work with students. Program specialists and teachers will incorporate interactive notebooks, with academic vocabulary and visual representations to support students' learning strategies. Additionally, all 64 students will engage in spiral review at the start of every day.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Student Engagement	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No