2013-2014 SCHOOL IMPROVEMENT PLAN

Dr. Phillips Elementary
6909 DR PHILLIPS BLVD
Orlando, FL 32819
407-354-2600

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	33%

Alternative/ESE Center	Charter School	Minority Rate
No	No	46%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Dr. Phillips Elementary

Principal
Daniel Merchant

School Advisory Council chair
Alexis Spade/Wendy Stringer

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Andrea Austing	Curriculum Resource Teacher

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council at Dr. Phillips Elementary School consists of:
Co-chair's - Alexis Spade and Wendy Stringer
Recording Secretary - Ann Moy
Principal - Daniel Merchant
Business and community members
Staff
38 percent are staff members and 63 percent are non-district employees.
81 percent are white, 13 percent are black and 13 percent are hispanic.

Involvement of the SAC in the development of the SIP

The School Advisory Council met in March of 2012 to form School Improvement Plan committees. These committees consisted of staff members and parents. The committees were: Math, Science, Reading, and Writing. The members met two additional times to review the SIP and make suggestions, additions, or deletions to the current plan. In May, the SAC met and the groups reported their section of the SIP. These reports were kept by the Curriculum Resource Teacher and will be used when writing the School Improvement Plan for 2013-2014. The SIP parts will be shared during monthly SAC meetings for parents to better understand the document and ask questions.

Activities of the SAC for the upcoming school year

The School Advisory Council will work with the school to determine and prioritize the goals of the school based on appropriate needs assessments and other data. The SAC will assist in choosing a survey to measure the needs of the school and analyze the data returned. They will assist in the preparation, implementation, and evaluation of the school improvement plan. They will identify the appropriate use of school improvement dollars for implementing the approved school improvement plan. The School Advisory Council is planning a science night in conjunction with the Orlando Science Center.

Projected use of school improvement funds, including the amount allocated to each project

School Advisory Council funds will be used for the students. Previously we have used the funds to host a Science Center night at the school and to purchase classroom materials for the students.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Daniel Merchant		
Principal	Years as Administrator: 19	Years at Current School: 5

Credentials	Bachelor of Science in Music Education Master is Educational Leadership Certified in Music K-12 Certified in Elementary Education 1-6 Certified in Principal K-12
Performance Record	2012-2013 Dr. Phillips Elementary School Grade "A" 83% Proficient in reading 77% Proficient in math 79% Proficient in science 83% Proficient in writing 77% Made Learning Gains in reading 74% Made Learning Gains in math 70% of the Lowest 25% Made Learning Gains in reading 61% of the Lowest 25% Made Learning Gains in math 2011-2012 Dr. Phillips Elementary School Grade "A" 83% Proficient in reading 79% Proficient in math 64% Proficient in science 94% Proficient in writing 84% Made Learning Gains in reading 77% Made Learning Gains in math 77% of the Lowest 25% Made Learning Gains in reading 56% of the Lowest 25% Made Learning Gains in math 2010-2011 Dr. Phillips Elementary School Grade "A" 92% Proficient in reading 87% Proficient in math 64% Proficient in science 75% Proficient in writing 71% Made Learning Gains in reading 58% Made Learning Gains in math 68% of the Lowest 25% Made Learning Gains in reading 62% of the Lowest 25% Made Learning Gains in math 2009-2010 Dr. Phillips Elementary School Grade "A" 93% Proficient in reading 89% Proficient in math 74% Proficient in science 80% Proficient in writing 73% Made Learning Gains in reading 63% Made Learning Gains in math 60% of the Lowest 25% Made Learning Gains in reading 52% of the Lowest 25% Made Learning Gains in math 2008-2009 Dr. Phillips Elementary School Grade "A" 93% Proficient in reading 87% Proficient in math 72% Proficient in science 86% Proficient in writing 76% Made Learning Gains in reading

67% Made Learning Gains in math
67% of the Lowest 25% Made Learning Gains in reading
53% of the Lowest 25% Made Learning Gains in math
2007-2008 Dr. Phillips Elementary School Grade "A"
91% Proficient in reading
86% Proficient in math
67% Proficient in science
63% Proficient in writing
73% Made Learning Gains in reading
63% Made Learning Gains in math
67% of the Lowest 25% Made Learning Gains in reading
65% of the Lowest 25% Made Learning Gains in math
2006-2007 Dr. Phillips Elementary School Grade "A"
92% Proficient in reading
89% Proficient in math
60% Proficient in science
81% Proficient in writing
73% Made Learning Gains in reading
64% Made Learning Gains in math
79% of the Lowest 25% Made Learning Gains in reading
65% of the Lowest 25% Made Learning Gains in math

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Andrea Austing		
Part-time / District-based	Years as Coach: 12	Years at Current School: 2

Areas	Other
Credentials	Bachelor of Science in Elementary Education 1-6 English Speakers of Other Languages K-12
Performance Record	2012-2013 Dr. Phillips Elementary School Grade "A" 83% Proficient in reading 77% Proficient in math 79% Proficient in science 83% Proficient in writing 77% Made Learning Gains in reading 74% Made Learning Gains in math 70% of the Lowest 25% Made Learning Gains in reading 61% of the Lowest 25% Made Learning Gains in math 2011-2012 Shingle Creek School Grade "A" 43% Proficient in reading 42% Proficient in math 30% Proficient in science 73% Proficient in writing 80% Made Learning Gains in reading 67% Made Learning Gains in math 89% of the Lowest 25% Made Learning Gains in reading 70% of the Lowest 25% Made Learning Gains in math Overall score increase of 40 points 2010-2011 Shingle Creek School Grade "A" 55% Proficient in reading 56% Proficient in math 33% Proficient in science 74% Proficient in writing 57% Made Learning Gains in reading 59% Made Learning Gains in math 58% of the Lowest 25% Made Learning Gains in reading 65% of the Lowest 25% Made Learning Gains in math 2009-2009 Shingle Creek School Grade "A" 2002-2003 Shingle Creek School Grade "A"

Classroom Teachers

# of classroom teachers
41

 # receiving effective rating or higher
38, 93%

 # Highly Qualified Teachers
100%

 # certified in-field
41, 100%

 # ESOL endorsed
34, 83%

 # reading endorsed
10, 24%

 # with advanced degrees
17, 41%

 # National Board Certified
4, 10%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
11, 27%

 # with 6-14 years of experience
13, 32%

 # with 15 or more years of experience
17, 41%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Staff Recognition - Daniel Merchant
Teacher Mentoring Program - Andrea Austing
Book Studies and Professional Learning - Leadership Team
Professional Learning Communities - Grade level teams and Leadership Team
Lesson Study - Andrea Austing, Denise Hartman, Deanna Wallick, Madeline Williams, Janice Woods
CHEER Committee - April Hammersand and Janice Woods
Teacher Appreciation - Daniel Merchant, Andrea Austing, PTA and Junior Achievement

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

At this time we do not have any teachers requiring mentoring.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team meets with teachers regularly to analyze and interpret student assessment data. Those students who are below grade level are given additional 30 minutes intensive intervention daily. Teachers will be responsible for ongoing progress monitoring. Progress will be tracked and graphed to ensure appropriate interventions are successful. When needed, strategies and interventions will be monitored and adjusted. The MTSS Leadership Team is instrumental in the implementation of the school improvement goals by providing assistance in the understanding and implementation of the problem solving process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The purpose of the MTSS Leadership Team is to provide a delivery of service model which addresses academic and behavioral concerns.
The Principal will provide a common mission and vision for the MTSS Leadership Team.
The Principal and the Curriculum Resource Teacher will ensure that data is collected and analyzed so that appropriate plans are put into place to enhance the academic growth and development of all learners.
The Curriculum Resource Teacher will collect and analyze data reports and provide teachers with the appropriate training on the disaggregation of the data.
The Guidance Counselor will develop behavior plans for specific students and collect data on behavior concerns.
The Staffing Specialist will assist in the gathering of data and work with the exceptional education teachers in tracking exceptional educational student data as well as providing resources and materials for students making minimal progress.
The Compliance Teacher for English speakers of other languages will monitor the progress and implementation of interventions and strategies for identified English language learners students ensuring that intervention plans remain English speakers of other languages compliant.
The School Psychologist will provide historical data on students, various data collection tools, suggestions for intervention techniques, and practices as well as assessment support when determined.
The Exceptional Education Teacher and Speech Language Pathologist will help integrate instructional strategies and collaborate with the general education instructors to ensure that student needs are being met.
The general education instructors will provide student data and observations as well as information on core and intervention curriculum. They will work collaboratively with their grade level team members to analyze and problem solve issues regarding the effectiveness of the instructional strategies and curricula.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team will meet monthly to address the areas of instruction, curriculum and school/classroom environment. The team will focus on school data, pacing of instruction, prior

interventions and current interventions to monitor and increase student achievement. In addition to these meetings, members of the MTSS Team will meet weekly with grade level groups and/or individual teachers to address the specific academic or behavioral concerns of their students. With the use of student data, struggling students will be identified and an intervention plan will be put into place. Further meetings will be held to evaluate the effectiveness of the intervention using ongoing progress monitoring data and modifications can be made if necessary.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Orange Writes! (writing), Florida Assessment for Instruction in Reading (FAIR), district benchmark assessments, Star reading assessment, Florida Kindergarten Readiness Screener (FLKRS), Go Math! (initial math assessment), Journey's (initial reading assessment), Kindergarten Checklist, Sight Word list, Florida Comprehensive Assessment Test (FCAT)
Progress monitoring: PMRN, Orange Writes!, FAIR ongoing progress monitoring, district mini benchmark assessments, Kindergarten Checklist, Sight Word List
Mid-Year Data: FAIR, STAR, Performance Matters Benchmark Assessments, Orange Writes!, Kindergarten Checklist, Sight Word list
End Of the Year Data: Orange Writes!, FAIR, Go Math End Of the Year Assessment, Florida Comprehensive Assessment Test (FCAT), Comprehensive English Language Learning Assessment (CELLA), Kindergarten Checklist, Sight Word list

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

With support from current district MTSS staff, ongoing professional development will be provided by the MTSS Leadership Team in regards to MTSS updates on services, instructional strategies and data analysis for the current school year for all instructional and resource staff. The MTSS Team will also focus on providing quality TIER III interventions to students identified based on data. The MTSS Support Coach will maintain and coordinate meeting schedules that will allow for all stakeholders (teacher, resource, administration, and guardians) to review and give input on the students' progression once identified.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,160

We will provide after school tutoring for students in third, fourth, and fifth grade. We will target the area of reading for our fourth and fifth grade lowest 25% students and the retained students in third grade. Tutoring will take place two times a week for eighteen weeks. The sessions will be one hour in length.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected monthly to determine the effectiveness of the program. We will collect data from district benchmark assessments and mini-assessments, FAIR, classroom assessments, and STAR.

Who is responsible for monitoring implementation of this strategy?

Andrea Austing, Curriculum Resource Teacher

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Daniel Merchant	Principal
Andrea Austing	CRT
Erin Hinojosa	Teacher
Elizabeth Riccardi	Teacher
Sara Bardoe	Teacher
Jean Bevan	Teacher
Amber Lineberry	Media Clerk

How the school-based LLT functions

The LLT assists with progress monitoring student data and providing assistance with interventions and enrichment. LLT members will meet with administration to help maintain the consistency of instructional focus. Meetings will be held regularly with administration and grade level teams. The team will also determine the professional development needs for the school.

Major initiatives of the LLT

The team will work to infuse the Common Core State Standards across the school. They will also promote interest in reading through the Sunshine State Readers. The team will focus on developing a plan to increase the reading of non-fiction and complex text. They will also continue to promote reading will the "Eagle Book Buck" incentives.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The pre-k program offers students a stimulating environment that provides a well-rounded academic curriculum before entering kindergarten. Parents and incoming pre-kindergartners are invited to attend "Meet the Teacher" before the first day of school. The goal is to enhance cognitive, social, emotional, physical, and intellectual development. Collaboration between the pre-kindergarten teacher and the kindergarten teachers is conducted each year to help with transition. Vertical articulation and planning are conducted between the pre-k teacher and kindergarten teachers. At the end of the school year a kindergarten round up is held for pre-k students going into kindergarten. The pre-kindergarten teacher is involved in professional development opportunities for instructional strategies to meet the needs of their students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	83%	No	87%
American Indian				
Asian	90%	89%	No	91%
Black/African American	83%	68%	No	84%
Hispanic	69%	69%	Yes	72%
White	88%	88%	Yes	90%
English language learners	67%	60%	No	70%
Students with disabilities	43%	29%	No	49%
Economically disadvantaged	73%	74%	Yes	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	28%	31%
Students scoring at or above Achievement Level 4	180	55%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	139	77%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	22	70%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	47	64%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	37%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	39%	44%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	73	81%	86%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	77%	Yes	79%
American Indian				
Asian	88%	89%	Yes	89%
Black/African American	58%	50%	No	63%
Hispanic	53%	67%	Yes	57%
White	83%	81%	No	84%
English language learners	62%	62%	Yes	66%
Students with disabilities	40%	29%	No	46%
Economically disadvantaged	67%	66%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	33%	36%
Students scoring at or above Achievement Level 4	147	44%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	133	74%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	61%	66%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	35%	40%
Students scoring at or above Achievement Level 4	49	44%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		4
Participation in STEM-related experiences provided for students	449	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	169	26%	20%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	1%
Students who are not proficient in reading by third grade	9	7%	5%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

In order to be the top producers of successful students in the nation, Dr. Phillips Elementary School's goal is to
have 90% of parents involved in their children's education as indicated by the participation logs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Dr. Phillips Elementary School's goal is to have 90% of parents involved in their children's education.	500	83%	90%

Goals Summary

G1. Student achievement will increase when teachers are able to disaggregate and analyze their data to identify student needs.

G2. Student achievement will increase when teachers provide evidence based writing instruction.

G3. Student achievement will increase when teachers provide rigorous, standards-based instruction.

Goals Detail

G1. Student achievement will increase when teachers are able to disaggregate and analyze their data to identify student needs.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Assessment and progress monitoring assessment data

Targeted Barriers to Achieving the Goal

- There is a lack of understanding of how to disaggregate and analyze student data.

- The new reading and math programs require time and understanding of the benchmarks to cover in order to implement with success.

Plan to Monitor Progress Toward the Goal

Grade level data meetings to review benchmark, FAIR and mini-assessments

Person or Persons Responsible

Principal, Curriculum Resource Teacher, and Teachers

Target Dates or Schedule:

Year-long

Evidence of Completion:

Student assessment data

G2. Student achievement will increase when teachers provide evidence based writing instruction.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Science

- Science - Elementary School

Resources Available to Support the Goal
- Thinking Maps - "Response to Literature"

Targeted Barriers to Achieving the Goal
- There is a lack of knowledge on how to write using text based evidence as support.

Plan to Monitor Progress Toward the Goal

Grade level data meetings to review benchmark, FAIR and mini-assessment results

Person or Persons Responsible
Principal and Curriculum Resource Teacher

Target Dates or Schedule:
Year-long

Evidence of Completion:
Student assessment data

G3. Student achievement will increase when teachers provide rigorous, standards-based instruction.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Common Core State Standards

- Instructional Management System

- Houghton Mifflin Journeys

- Go Math

- "The Art and Science of Teaching" by Robert Marzano

- "Using Common Core Standards to Enhance Classroom Instruction and Assessment" by Robert Marzano

- Hess' "Framework for Cognitive Rigor"

Targeted Barriers to Achieving the Goal

- There is a lack of teacher content knowledge.

- Teachers are not familiar with Hess' "Framework for Cognitive Rigor"

Plan to Monitor Progress Toward the Goal

Grade level data meetings to review benchmark, FAIR and mini-assessment results

Person or Persons Responsible
Principal, Curriculum Resource Teacher and teachers

Target Dates or Schedule:
Year-long

Evidence of Completion:
Student assessment data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Student achievement will increase when teachers are able to disaggregate and analyze their data to identify student needs.

G1.B1 There is a lack of understanding of how to disaggregate and analyze student data.

G1.B1.S1 Increase teacher knowledge of analyzing data by providing professional development.

Action Step 1

Provide professional development on disaggregating and analyzing student data

Person or Persons Responsible

Principal and Curriculum Resource Teacher

Target Dates or Schedule

October to June

Evidence of Completion

Training materials, agendas,

Facilitator:

Principal and Curriculum Resource Teacher

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Monthly data meetings

Person or Persons Responsible

Principal and Curriculum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data and minutes from data meetings

Plan to Monitor Effectiveness of G1.B1.S1

Teachers will identify student needs by analyzing and disaggregating student data.

Person or Persons Responsible

Principal and Curriculum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Data meeting minutes

G1.B2 The new reading and math programs require time and understanding of the benchmarks to cover in order to implement with success.

G1.B2.S1 Focus calendars

Action Step 1

Professional development on Instructional Management System

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

October

Evidence of Completion

Training materials/agenda and instructional focus calendars

Facilitator:

Curriculum Resource Teacher

Participants:

Teachers

Action Step 2

Provide follow-up meetings

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

Year-long

Evidence of Completion

Training materials/agenda and instructional focus calendars

Facilitator:

Curriculum Resource Teacher

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Instructional focus calendar used when writing lessons plans

Person or Persons Responsible

Principal and Curriculum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Instructional focus calendars and lesson plan checks

Plan to Monitor Effectiveness of G1.B2.S1

Monitoring that the scope and sequence on the Instructional Management System correlates to the grade level instructional focus calendar.

Person or Persons Responsible

Principal and Curriculum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plan checks, informal and formal classroom observations, and instructional focus calendars

G2. Student achievement will increase when teachers provide evidence based writing instruction.

G2.B1 There is a lack of knowledge on how to write using text based evidence as support.

G2.B1.S1 Increase evidence-based writing in response to text (CCSS)

Action Step 1

Provide professional development on "Write from the Beginning and Beyond Response to Literature"

Person or Persons Responsible

Andrea Austing and Tami Budd

Target Dates or Schedule

October June

Evidence of Completion

Training materials, agendas, and student work samples

Facilitator:

Andrea Austing and Tami Budd

Participants:

Teachers

Action Step 2

Provide follow-up meetings

Person or Persons Responsible

Andrea Austing and Tami Budd

Target Dates or Schedule

October June

Evidence of Completion

Training materials, agendas, and student work samples

Facilitator:

Andrea Austing and Tami Budd

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Evidence-based writing in response to text

Person or Persons Responsible

Principal and Curriculum Resource Teacher

Target Dates or Schedule

Year-long

Evidence of Completion

Informal and formal observations, lesson plans, student achievement data, and student work samples

Plan to Monitor Effectiveness of G2.B1.S1

Monitor that teachers are using strategies and lessons from "Write From the Beginning and Beyond Response to Literature".

Person or Persons Responsible

Principal and Curriculum Resource Teacher

Target Dates or Schedule

Year-long

Evidence of Completion

Student achievement data

G3. Student achievement will increase when teachers provide rigorous, standards-based instruction.

G3.B1 There is a lack of teacher content knowledge.

G3.B1.S1 We will provide professional development on English/Language Arts and Mathematics Common Core State Standards.

Action Step 1

Provide professional development focused on the Common Core State Standards.

Person or Persons Responsible

Principal, CRT, CCSS black-belt team members

Target Dates or Schedule

Year-long

Evidence of Completion

Training agendas, exit slips/scales, classroom walkthroughs

Facilitator:

CRT and CCSS black-belt team members

Participants:

Teachers

Action Step 2

Provide Follow Up Meetings

Person or Persons Responsible

Principal, CRT, CCSS black-belt team members

Target Dates or Schedule

Year-long

Evidence of Completion

Training agendas, exit slips/scales, classroom walkthroughs

Facilitator:

CRT and CCSS black-belt team members

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom walkthroughs

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule

Year-long

Evidence of Completion

Classroom walkthroughs, student work samples, and teacher lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Lesson plans, assessment data and classroom instruction

Person or Persons Responsible

Principal, Curriculum Resource Teacher and classroom teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Assessment data

G3.B2 Teachers are not familiar with Hess' "Framework for Cognitive Rigor"

G3.B2.S1 Increase higher order thinking question strategies including stem starters for students.

Action Step 1

Develop Higher Order Thinking Questions Using Hess' Cognitive Rigor Matrix During Common Planning Time

Person or Persons Responsible

Principal, CRT, Teachers

Target Dates or Schedule

Year-Long

Evidence of Completion

Lesson Plans with Hess' Stems

Facilitator:

Principal and CRT

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Lesson Plans with Hess' Cognitive Rigor Matrix Stem Questions

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans with Higher Order Thinking Questions Teachers using higher order thinking questions during formal and informal classroom observations.

Plan to Monitor Effectiveness of G3.B2.S1

Lesson Plans, Assessment Data and Classroom Instruction

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule

Year-Long

Evidence of Completion

Student Achievement Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds are used for staff development activities that are designed to improve student achievement and instruction. Title II funds will be allocated to pay for staff development and resources. This year our main focus is on the implementation of Lesson Study. Our third grade, second grade and kindergarten teams will begin cycle 2 of Lesson Study and Title II provides funding to cover the costs of substitutes.

Title III funds are used to provide support for our English language learner population. After school tutoring is offered to our third, fourth and fifth grade English language learners to provide reinforcement of skills taught in the classroom.

The Homeless Education program, provided through the McKinney-Vento Act, allows for students' services if they are classified as homeless. When parents register they complete the Orange County Public School Housing questionnaire. The school guidance counselor is the contact for the program and ensures parents are aware of the services available to the family. The District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI funds are used to provide support for our lowest 25%. In-school tutoring is offered to our third, fourth, and fifth grade students who are performing below grade level to provide reinforcement of skills taught in the classroom.

Dr. Phillips Elementary School has implemented a Student of the Month program. Classroom teachers and support staff teach the monthly character traits. The varying exceptionalities resource teacher teaches social skills groups for targeted students. The School Resource Officer teaches the MAGIC Program to our 5th grade students.

Dr. Phillips Elementary School offers breakfast and lunch programs that are in compliance with the USDA Breakfast and Lunch program. Nutrition and Health lessons are taught at Dr. Phillips Elementary School and activities are coordinated through our Wellness Team. Dr. Phillips Elementary School recently obtained a grant that would allow our school to promote wellness and good nutrition habits to our students and staff.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will increase when teachers are able to disaggregate and analyze their data to identify student needs.

G1.B1 There is a lack of understanding of how to disaggregate and analyze student data.

G1.B1.S1 Increase teacher knowledge of analyzing data by providing professional development.

PD Opportunity 1

Provide professional development on disaggregating and analyzing student data

Facilitator

Principal and Curriculum Resource Teacher

Participants

Teachers

Target Dates or Schedule

October to June

Evidence of Completion

Training materials, agendas,

G1.B2 The new reading and math programs require time and understanding of the benchmarks to cover in order to implement with success.

G1.B2.S1 Focus calendars

PD Opportunity 1

Professional development on Instructional Management System

Facilitator

Curriculum Resource Teacher

Participants

Teachers

Target Dates or Schedule

October

Evidence of Completion

Training materials/agenda and instructional focus calendars

PD Opportunity 2

Provide follow-up meetings

Facilitator

Curriculum Resource Teacher

Participants

Teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Training materials/agenda and instructional focus calendars

G2. Student achievement will increase when teachers provide evidence based writing instruction.

G2.B1 There is a lack of knowledge on how to write using text based evidence as support.

G2.B1.S1 Increase evidence-based writing in response to text (CCSS)

PD Opportunity 1

Provide professional development on "Write from the Beginning and Beyond Response to Literature"

Facilitator

Andrea Austing and Tami Budd

Participants

Teachers

Target Dates or Schedule

October June

Evidence of Completion

Training materials, agendas, and student work samples

PD Opportunity 2

Provide follow-up meetings

Facilitator

Andrea Austing and Tami Budd

Participants

Teachers

Target Dates or Schedule

October June

Evidence of Completion

Training materials, agendas, and student work samples

G3. Student achievement will increase when teachers provide rigorous, standards-based instruction.

G3.B1 There is a lack of teacher content knowledge.

G3.B1.S1 We will provide professional development on English/Language Arts and Mathematics Common Core State Standards.

PD Opportunity 1

Provide professional development focused on the Common Core State Standards.

Facilitator

CRT and CCSS black-belt team members

Participants

Teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Training agendas, exit slips/scales, classroom walkthroughs

PD Opportunity 2

Provide Follow Up Meetings

Facilitator

CRT and CCSS black-belt team members

Participants

Teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Training agendas, exit slips/scales, classroom walkthroughs

G3.B2 Teachers are not familiar with Hess' "Framework for Cognitive Rigor"

G3.B2.S1 Increase higher order thinking question strategies including stem starters for students.

PD Opportunity 1

Develop Higher Order Thinking Questions Using Hess' Cognitive Rigor Matrix During Common Planning Time

Facilitator

Principal and CRT

Participants

Teachers

Target Dates or Schedule

Year-Long

Evidence of Completion

Lesson Plans with Hess' Stems

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Student achievement will increase when teachers provide evidence based writing instruction.	$1,611
	Total	$1,611

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School general budget	$1,611	$1,611
Total	$1,611	$1,611

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Student achievement will increase when teachers provide evidence based writing instruction.

G2.B1 There is a lack of knowledge on how to write using text based evidence as support.

G2.B1.S1 Increase evidence-based writing in response to text (CCSS)

Action Step 1

Provide professional development on "Write from the Beginning and Beyond Response to Literature"

Resource Type

Evidence-Based Program

Resource

"Write from the Beginning and Beyond" - Response to Literature

Funding Source

School general budget

Amount Needed

$1,611