Dr. Phillips High

2014-15 School Improvement Plan

Dr. Phillips High

6500 TURKEY LAKE RD, Orlando, FL 32819

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	50%

Alternative/ESE Center	Charter School	Minority
No	No	67%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

School personnel access demographic and academic data on classroom students through several data bases, including Performance Matters, Educational Warehouse, and the Student Management System. Using this information as well as face to face dialogue teachers build relationships with the students. Staff support athletes by being a panther "mom" & "dad" that also builds connections and relationships with students. Clubs and other school sponsored functions, such as theater, dance, chorus, orchestra, band, etc... are all supported by teachers in their attendance to such events. Furthermore, opportunities to build relationships with students take place through school sponsored trips such as with the Center of International Studies trips to other countries, theater magnet trips to various colleges across the united states as well as all other school sponsored trips. All these events and functions build, maintain

Describe how the school creates an environment where students feel safe and respected before, during and after school

First and foremost is to ensure that when students come to school they are a provided a safe learning environment and are respected before, during, and after school. This is evident in various ways throughout the school day as well as through communication home to parents.
Safe School Environment:
During the school day there are instructional support personnel assigned specific supervision posts through the school. Supervision is provided before school, between classes, during lunch, and after school. The school has two security guards that supervise the two entry gates. A third security guard is assigned "roaming supervision" throughout the campuses between classes. Instructional staff (teachers) are required to provide supervision at doorways between classes.
Support for students:
In addition, support systems are in place for students who may be in crisis, are homeless, or in needed of other support systems. We provide support with our New Horizons counselor, SAFE coordinator, Homeless Coordinator, guidance counselors, Inclusion Coach, Academic Dean, and counseling activities.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students are expected to be in class, on time, everyday, in appropriate dress code, and ready to learn. To support this mantra, teachers are to document the number of times students are tardy to

class or out of dress code and refer students to the grade level dean for counseling/ discipline. Progressive discipline plans are in place. Teachers are trained during pre-planning week on disciplinary procedures for students during the school year and updated at faculty meetings when necessary.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school has nine Guidance Counselors, a SAFE Counselor, a New Horizon Counselor, McKinney-Vento (homeless) Coordinator, a Behavior Specialist to assist students with social emotional needs, and an Inclusion Coach that works with students who are receiving special educational services but receiving a standard diploma. Students are referred by instructional staff o by family members notifying the school of situations that may need attention/support by the school.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students who are absent 5 days, 10 days or more receive notification letters, have a child study meeting and referrals to the social worker for investigation. Students with one or more suspensions have parent meetings with the discipline dean to work on a behavioral plan. Tutoring is provided three times a week for students who may find themselves failing a math or Language Arts. Level one students are scheduled in support classes i.e. Intensive Algebra or Intensive Reading classes.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	110	135	144	118	507
One or more suspensions	112	104	73	32	321
Course failure in ELA or Math	21	32	34	4	91
Level 1 on statewide assessment	160	153	58	11	382

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	96	101	65	21	283

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students with excessive absences meet with the school dean, social worker and parent in a "Child Study Team" meeting. A progress monitoring system is set up to assist with ensuring the student attends school regularly and academic success is maintained. Support includes things such as attendance contract and/or a mentor that meets with the student/s weekly about grades and attendance. Students with academic difficulty are encouraged to attend free after school tutoring.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parents have many opportunities to be in involved in the school. We have several booster clubs, e.g. sports, band, drama, field trip chaperones, as well as the Parent Teacher Student Association, Parent Leadership Council (ELL), and School Advisory Council. Our parent involvement is measured by the number of volunteer hours that are recorded in the district ADDitions data base. Parents are also kept abreast of school events through the weekly electronic Panther Post newsletter and the Connect Orange phone/ email system. To monitor student academic progress, parents have access to their child's grades through the Progressbook program.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Dr. Phillips High School has a many business partners through the Partners in Education program. Partners are contacted each school year to renew membership in the program. Partners assist the school with donations for recognition of students and faculty, purchasing advertising banners to support athletic teams, purchase advertising in drama playbill and provide discounts on items for purchase for classroom use.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Knight, Suzanne	Principal
Bresk, Bridget	Assistant Principal
Dorsett, Alisa	Assistant Principal
Guastella, Lenore	Assistant Principal
Ralph, Doug	Assistant Principal
Ramsey, Jackie	Assistant Principal
Magrino, John	Dean
Jackson, Jason	Dean
Rodriguez, Heather	Dean
Wells, Rodney	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school leadership team members consist of the principal, 5 assistant principals, and 4 discipline deans.The team meets weekly to discuss academic/discipline needs. The administrative team (principal and assistant principals) meets weekly to discuss teacher observations/evaluations as well as professional development needs of the staff. Each administrator (principal & assistant principal) is assigned one or more departments to supervise, assess, and monitor. In addition, the administrative team monitors school magnet programs, data, and facilities issues. Through Multi-Tiered System of Support team members that consist of instructional support coaches, administrators, teachers, and guidance counselors meet weekly to discuss individual students' academic needs/support. Based on decisions of the committee students are provided tiered academic support.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Based on school data showing areas of deficiency, school leadership hires personnel to lead programs specific for school improvement. The Reading Coach, Curriculum Specialist, and department chairpersons lead programs with specific goals as related to the school improvement plan goals. Multi-Tiered System of Support team members consist of instructional support coaches, administrators, teachers and guidance counselors meet during Educational Planning Team meetings to discuss individual students' progress and plan biweekly and as needed by request of parents. Multi-Tiered System of Support Coordinator and Reading/Instructional Coach provide Multi-Tiered System of Support training and needs based tiered intervention support to all teachers.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Barrington Maxwell	Teacher
Suzanne Knight	Principal
Henry Khoury	Parent
Phillip Khoury	Student
Curtis Hawkins	Parent
John Montgomery	Parent
Rita Cordones	Education Support Employee
Sandra Overstreet	Teacher
Teresa Ault	Teacher
Dolly Ramos	Business/Community
Kelli Houston	Parent
Barry Olsen	Parent
Deloris Patterson	Education Support Employee
John Jones	Parent
Elaine Thompson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Data is provided by the school for the School Advisory Council members to monitor the successes and shortfalls of reading and math goal targets. Annual Measurable Objectives (AMO) show that 63% of the students scored at a satisfactory level in reading. This was a short fall of 6% from the AMO target of 69%. Reading subgroups of Asian, Black and White met the target goal for their subgroup. In mathematics 72% of all students scored at satisfactory level. Students exceeded the AMO target goal of 60 by 12%. All subgroups, except English Language Learners and Students with Disabilities met the target goal for their subgroup in mathematics.

Development of this school improvement plan

The School Advisory Council and School Improvement Plan committees reviewed data to monitor the progress of School Improvement Plan target areas. Based on previous year's data, the School Advisory Council selected three SMART goals for the school improvement plan. School Advisory Council brainstormed barriers and solutions to reach targeted School Improvement Plan goals.

Preparation of the school's annual budget and plan

The preliminary school budget from the district is given to the principal who shares with the School Advisory Council.The principal shares the needs of the students and the numbers of staff members necessary. The School Advisory Council members review the school budget each year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Advisory Council used $2,000 to fund students school passes for the 2014-15 school year.Funds were also agreed upon to purchase students restroom hand dryers for the north campus

since it will not be renovated like the main campus. Remaining funds support the electronic weekly school newsletter and other school projects as aligned with the school improvement plan.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Miller, John	Instructional Coach
Bovbjerg, Zuleika	Instructional Coach
Ramsey, Jackie	Assistant Principal
Dorsett, Alisa	Assistant Principal
Magrino, John	Dean
Rhae, Ramona	Instructional Media
Rue, Charlotte	Administrative Support
Knight, Suzanne	Principal

Duties

Describe how the LLT promotes literacy within the school

An intense focus on student achievement via literacy within all content areas including, but not limited to, school-wide literacy activities such as:
Student Reader of the Month
Faculty Reader of the Month
Author's Visits
Reading class mentors
Book reviews
Students' Florida Standards Assessment (FSA), and benchmark data are routinely monitored by the faculty, LLT team, and Multi-Tiered System of Support team in order to identify those students in need of Tier II and Tier III support. Parent and teacher input is also sought to identify students in need of support. Data evaluated includes but is not limited to Florida Comprehensive Assessment Test (FCAT) scores, Comprehensive English Language Learning Assessment (CELLA) scores, Diagnostic Assessments of Reading™ (DAR™) assessment, Florida Assessments for Instruction in Reading (FAIR), Lexiles, End Of Course scores (EOC), Orange County Public Schools benchmark results, teacher common assessment performance, current grades, attendance, and discipline record. The Multi-Tiered System of Support team recommends struggling students receive Tier II support initially. If the support is not effective in supporting student needs Tier III support is provided. Student progress is reviewed monthly for Tier II and bi-weekly for Tier III support.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Bi-weekly Wednesday afternoon planning time is set aside for specific collaborative planning and instruction. Teachers meet in Professional Learning Communities to discuss curriculum, plan common assessments and monitor student progress. Professional Learning Communities are created by content area so common lesson plans and assessments are developed during the meeting and results of common assessments are also addressed. Monthly faculty meetings as well as staff development provide opportunities for teacher to collaborate and grow their professional skills.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Dr. Phillips High School advertises staff openings through the Orange County Public School e-recruiting system. Administrators interview and select the best candidate for the opening matching certification to position. Once hired, new teachers to teaching are provided a mentor within their content area and meet monthly. For all teachers, in-house training sessions are provided by the Reading Coach, Testing Coordinator, Curriculum Resource Teacher, lead teachers/department chairpersons and or administrators. Teachers are also sent to conferences/training within the district.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each new teacher attends Dr. Phillips High School New Teacher Orientation during the pre-planning week. Teachers are introduced to administrative staff, support staff, and mentor. Each new teacher is paired with an experienced teacher of similar content area who will help the new teacher learn the curriculum, scope and sequence, and other teaching best practices. The Curriculum Resource Teacher will meet with new teachers developing their Beginning Teacher Portfolio, Beginning Teacher Portfolio Year Two, monthly new teacher training and meetings with embedded Florida Education Finance Program coverage. Teachers also have their content specific Professional Learning Community meetings

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

District benchmark data are routinely monitored by the faculty and Multi-Tiered System of Support team in order to identify those students in need of Tier II and Tier III support. Parent and teacher input is also sought to identify students in need of support. Data evaluated includes but is not limited to Florida Comprehensive Assessment Test (FCAT) scores, Comprehensive English Language

Learning Assessment (CELLA) scores, Diagnostic Assessments of Reading™ (DAR™) assessment, Florida Assessments for Instruction in Reading (FAIR), Lexiles, End Of Course scores (EOC), Orange County Public Schools benchmark results, teacher common assessment performance, current grades, attendance, and discipline record. The Multi-Tiered System of Support team recommends struggling students receive tier II support initially. If the support is not effective in supporting student needs, Tier III support is provided. Student progress is reviewed monthly for Tier II and bi-weekly for Tier III support. Students who received a level 1 or 2 on state-wide assessments are provided an additional support class such as Intensive Algebra or Intensive Reading, to give students more time to attain proficiency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 7,200

Before and after school tutoring in core content areas and Advanced Placement classes.

Strategy Rationale

Students needing additional time to comprehend core content material have tutoring available. Tutoring allows for small group or one on one instruction that may not be available during the regular class period.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bovbjerg, Zuleika, zuleika.bovbjerg@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance is taken and level of participation is compared to student's success in class.

Strategy: After School Program

Minutes added to school year: 2,400

Teachers meet weekly in professional learning communities to plan curriculum, develop common assessments, and discuss data results.

Strategy Rationale

Teacher collaboration provides sharing of best practices to aid student learning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Knight, Suzanne, suzanne.knight@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Weekly minutes are collected.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Dr. Phillips High School provides two orientation sessions for students new to the school prior to the beginning of the year and one in May for incoming students from feeder middle schools. Students are given a general overview of the school and allowed to tour via a school map. Guidance counselors meet with incoming students at feeder middle school to introduce themselves for the first time and select classes for the following year. Counselors meet with juniors and seniors throughout the school year to finalize their graduation plans and provide information on college or post-secondary schools.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students meet several times each year with their guidance counselors to update their high school graduation plan. During the spring, counselors work with students in the selection process of classes to meet their 4 year plan as well as post-high school plans. The guidance department provides for students meeting times with college visitations and/or recruiters from various colleges through the year. Groups like AVID, the Visual and Performing Arts Magnet, and High School Hi Tech provide field trips for students to visit local colleges and universities. Some students are involved in school to work programs such as Co-op earning high school credit credit while working.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students can take a variety of vocationally based classes that incorporate academic content with practical experiences. Dual enrollment classes at vocational centers, vocational classes at exceptional education centers, curriculum based instructional classes at local businesses, and

vocational classes at the school site give students experiences to apply academics learned to future job experiences.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students are strongly encouraged to take rigorous classes that prepare them for college/Bright Futures award, dual enrollment classes, advanced placement level courses, and vocational/ technical education. All 9th & 10th grade students take the PSAT to prepare for the SAT. All students completing Algebra II are encouraged to take the College Placement test (PERT) for eligibility, college readiness, or college level classes. School trend data show an increase each year in the number of graduates completing a college prep curriculum, increase number of graduates eligible for maximum Bright Futures award and increased number of graduates completing at least one advanced placement, Advanced International Certificate of Education (AICE), or dual enrollment class.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Students are encouraged to take rigorous courses including Advanced Placement and dual enrollment classes. Trend data shows less students take post secondary remedial courses in Reading and Math. Increases in the number of graduates taking level 3 courses in math and science plus Advanced Placement and dual enrollment courses are attributed to using tools like AP Potential to schedule students into rigorous and level 3 high school courses.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Teachers will utilize various strategies to increase authentic student engagement and student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will utilize various strategies to increase authentic student engagement and student achievement. 1a

Targets Supported 1b

🔑 G040788

Indicator	Annual Target
AMO Reading - ELL	55.0
AMO Reading - All Students	73.0
Algebra I EOC Pass Rate	40.0

Resources Available to Support the Goal 2

- Teachers
- Benchmark tests
- Textbooks
- Reading programs Achieve 3000, System 44 and Read 180
- Professional development for techers
- Algebra Nation
- Instructional Support personnel for Reading, Math, and ELL

Targeted Barriers to Achieving the Goal 3

- Teachers lack comprehensive knowledge of engagement strategies

Plan to Monitor Progress Toward G1. 8

The results that will determine by the scale of informal and formal evaluations resulting in the "applying" category for student engagement type elements. Increased student engagement should also be reflected in the increased student achievement shown on benchmark results, EOC exams, and state assessments.

Person Responsible

Suzanne Knight

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

The results that will determine if student engagement and student achievement increased will be determined by 1) informal and formal evaluations 2) results of benchmark assessments, EOC exam, and state assessment results. report

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Teachers will utilize various strategies to increase authentic student engagement and student achievement. 1

🔑 G040788

G1.B1 Teachers lack comprehensive knowledge of engagement strategies 2

🔑 B098806

G1.B1.S1 Teachers will receive professional development training on student engagement strategies 4

🔑 S110160

Strategy Rationale

Based on the work of Marzano, ensuring that more than 51% of students are cognitively engaged and monitored for has been proven with research as a best practice to increase student achievement.

Action Step 1 5

The Curriculum Resource Teacher will provide monthly professional development for teachers on how to implement effective student engagement.

Person Responsible

Zuleika Bovbjerg

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Evidence will be collected through data provided from the teacher framework, data collected by benchmark assessments, EOC exams, and state assessments.

Action Step 2 `5`

The Curriculum Resource Teacher will provide coaching and modeling to support teachers in the delivery in the effective student engagement strategies.

Person Responsible

Zuleika Bovbjerg

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Evidence will be collected through data provided from the teacher framework, data collected by benchmark assessments, EOC exams, and state assessments.

Action Step 3 `5`

Teachers will implement effective engagement strategies.

Person Responsible

Zuleika Bovbjerg

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Evidence will be collected through data provided from the teacher framework, data collected by benchmark assessments, EOC exams, and state assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The progress monitoring of teachers to utilize strategies that increase authentic student engagement student achievement will be met through implementation of monthly professional development, teachers are utilizing engagement strategies in the classroom and will be evidenced through iObservation.

Person Responsible

Suzanne Knight

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

The evidence will be monitored through data provided from the teacher framework, data collected by benchmark assessments, EOC exams, and state assessments.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Data will be collected via iObservation to determine if teachers are utilizing student engagement strategies correctly and effectively. Benchmarks of success will include increased use of effective student engagement strategies that will result in increased student achievement. More specific training will be provided for teachers who are unable to implement effectively student engagement activities.

Person Responsible

Zuleika Bovbjerg

Schedule

Biweekly, from 10/1/2014 to 5/1/2015

Evidence of Completion

The evidence will be monitored through data provided from the teacher framework, data collected by benchmark assessments, EOC exams, and state assessments.

G1.B1.S3 `4`

🔑 S132627

Strategy Rationale

Action Step 1 `5`

Multi-Tiered System of Support training and needs based tiered intervention support to teachers.

Person Responsible

Zuleika Bovbjerg

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Student progress monitoring data.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Monthly follow-up meeting with selected teachers on the use of strategy for the month

Person Responsible

Alisa Dorsett

Schedule

Monthly, from 10/1/2014 to 7/1/2015

Evidence of Completion

Minutes and attendance from meeting with teachers

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Number of selected teacher successfully implementing tier intervention strategies

Person Responsible

Alisa Dorsett

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Teacher recognized for increased success/passing rates of students on end of course tests. Student achievement rate should increase.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The Curriculum Resource Teacher will provide monthly professional development for teachers on how to implement effective student engagement.	Bovbjerg, Zuleika	10/1/2014	Evidence will be collected through data provided from the teacher framework, data collected by benchmark assessments, EOC exams, and state assessments.	4/30/2015 monthly
G1.B1.S3.A1	Multi-Tiered System of Support training and needs based tiered intervention support to teachers.	Bovbjerg, Zuleika	10/1/2014	Student progress monitoring data.	6/1/2015 monthly
G1.B1.S1.A2	The Curriculum Resource Teacher will provide coaching and modeling to support teachers in the delivery in the effective student engagement strategies.	Bovbjerg, Zuleika	10/1/2014	Evidence will be collected through data provided from the teacher framework, data collected by benchmark assessments, EOC exams, and state assessments.	4/30/2015 monthly
G1.B1.S1.A3	Teachers will implement effective engagement strategies.	Bovbjerg, Zuleika	10/1/2014	Evidence will be collected through data provided from the teacher framework, data collected by benchmark	4/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				assessments, EOC exams, and state assessments.	
G1.MA1	The results that will determine by the scale of informal and formal evaluations resulting in the "applying" category for student engagement type elements. Increased student engagement should also be reflected in the increased student achievement shown on benchmark results, EOC exams, and state assessments.	Knight, Suzanne	10/1/2014	The results that will determine if student engagement and student achievement increased will be determined by 1) informal and formal evaluations 2) results of benchmark assessments, EOC exam, and state assessment results. report	6/1/2015 monthly
G1.B1.S1.MA1	Data will be collected via iObservation to determine if teachers are utilizing student engagement strategies correctly and effectively. Benchmarks of success will include increased use of effective student engagement strategies that will result in increased student achievement. More specific training will be provided for teachers who are unable to implement effectively student engagement activities.	Bovbjerg, Zuleika	10/1/2014	The evidence will be monitored through data provided from the teacher framework, data collected by benchmark assessments, EOC exams, and state assessments.	5/1/2015 biweekly
G1.B1.S1.MA1	The progress monitoring of teachers to utilize strategies that increase authentic student engagement student achievement will be met through implementation of monthly professional development, teachers are utilizing engagement strategies in the classroom and will be evidenced through iObservation.	Knight, Suzanne	10/1/2014	The evidence will be monitored through data provided from the teacher framework, data collected by benchmark assessments, EOC exams, and state assessments.	5/1/2015 monthly
G1.B1.S3.MA1	Number of selected teacher successfully implementing tier intervention strategies	Dorsett, Alisa	10/1/2014	Teacher recognized for increased success/passing rates of students on end of course tests. Student achievement rate should increase.	6/1/2015 monthly
G1.B1.S3.MA1	Monthly follow-up meeting with selected teachers on the use of strategy for the month	Dorsett, Alisa	10/1/2014	Minutes and attendance from meeting with teachers	7/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Teachers will utilize various strategies to increase authentic student engagement and student achievement.

G1.B1 Teachers lack comprehensive knowledge of engagement strategies

G1.B1.S1 Teachers will receive professional development training on student engagement strategies

PD Opportunity 1

The Curriculum Resource Teacher will provide monthly professional development for teachers on how to implement effective student engagement.

Facilitator

Curriculum Resource Teacher

Participants

Faculty

Schedule

Monthly, from 10/1/2014 to 4/30/2015

G1.B1.S3

PD Opportunity 1

Multi-Tiered System of Support training and needs based tiered intervention support to teachers.

Facilitator

Zuleika Bovbjerg

Participants

Selected teachers

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Teachers will utilize various strategies to increase authentic student engagement and student achievement.	1,000
Grand Total	**1,000**

Goal 1: Teachers will utilize various strategies to increase authentic student engagement and student achievement.		
Description	**Source**	**Total**
B1.S1.A1 - Provide materials as needed for professional development	General Fund	1,000
Total Goal 1		**1,000**