

# Dr. Phillips Elementary



2014-15 School Improvement Plan

## Dr. Phillips Elementary

6909 DR PHILLIPS BLVD, Orlando, FL 32819

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

33%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

46%

### School Grades History

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

### 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>.

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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 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	<a href="#">Ella Thompson</a>
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**

Teachers provide students with weekly class meetings to discuss current issues which relate to the students in the classroom. During this time, topics of discussion will often include students' cultures to honor and celebrate differences between students.

Teachers interact with parents during school events and activities in order to maintain strong relationships and gain insight about students' cultures and backgrounds.

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

Character education is in place for modeling appropriate behavior and to encourage students to treat others in a respectful manner. "Eagle Awards," "Student of the Month" and Quarterly Honor Roll assemblies are provided to recognize those students who are moving forward in a positive academic and social direction. The Leadership Team also holds quarterly student chats to discuss the Orange County Public Schools (OCPS) Code of Student Conduct.

Staff members are on duty before and after school to ensure that students are safe while on school campus. Students are escorted to their class each morning and in the afternoon from a designated area.

##### **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**

The Safety Committee focuses on school rules, procedures and positive support. This committee develops rules and procedures that maintain order and creates a safe working and learning environment. School and classroom routines and procedures are addressed in class by the teachers, and behavior and discipline data is analyzed to determine data trends with discipline (areas, time of day, grade level, etc) and to identify areas of opportunity that should be reviewed school wide.

##### **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**

Students who exhibit signs of social-emotional stress are referred to the school Guidance Counselor/ Staff Specialist and Behavior Specialist for counseling. In some instances, students require additional services that the school is not able to provide and are referred to outside counseling services that are better able to serve them and meet their individual needs both at the school and in the home



environment. The Behavior Specialist also teaches social-emotional skills to small groups of children during the school day.

### 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

Early warning indicators are tracked and monitored by members of the Leadership Team.

The early warning indicators include:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Attendance trends are monitored by the Registrar and the Guidance Counselor/Staffing Specialist on a regular basis. When a student has reached ten days of excused and or unexcused absences, an attendance meeting is scheduled with the student and the parent.
- One or more suspensions, whether in school or out of school discipline data is monitored on a monthly basis by the Leadership Team. Decisions regarding the data are made by the Multi-Tiered System of Supports (MTSS) Team.
- Course failure in English Language Arts (ELA) or Mathematics. Students who are not performing on grade level are monitored by teachers and the Leadership Team. Students are regularly monitored and groups are adjusted when needed.
- A Level 1 score on the statewide, standardized assessments in English Language Arts (ELA) or Mathematics. Students who have scored a Level 1 are escalated in the Multi-Tiered System of Supports (MTSS) process, provided priority status for additional supports both during and after the school day and their progress is closely monitored by teachers and the Leadership Team.

#### 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
	K	1	2	3	4	5	
Attendance below 90 percent	5	11	4	1	6	6	33
One or more suspensions	1	0	0	0	0	1	2
Course failure in ELA or Math	0	0	4	13	12	8	37
Level 1 on statewide assessment	0	0	0	20	15	5	40

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	4	8	1	13

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

The students who are identified by the early warning system are provided interventions to help improve their academic performance. For students who struggle with attendance, intervention meetings are held with the parents and an administrator to discuss and determine strategies to

improve attendance rates, and the parents and the student sign a contract agreeing to these strategies. Students who are not performing at grade level as indicated by English Language Arts (ELA ) and Math state/school assessments are offered school-support opportunities to provide additional assistance. Students who have more than one suspension are put on an individualized behavior plan that addresses the concern and data is monitored for improvement.

## 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*

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.

**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**

Our Partners in Education program, lead by Denise Hartman, is excited to be partnering with numerous community members this school year. The Partners in Education Program is utilized to establish and maintain relationships with local businesses and community members. Mutual support is provided and the school is able to expand its resources to better serve the students and staff. Once partnerships are established, businesses are invited to community events and are able to volunteer and or donate resources to the school. These could include Teach-In, Curriculum Nights or volunteering in classrooms to work with students. Through the program, the school is able to successfully offer additional resources to parents in efforts to increase student achievement. Each year partnerships are discussed and renewed.

## 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
Merchant, Daniel	Principal
Peters, Scott	Assistant Principal
Austing, Andrea	Instructional Coach
Quinn, Tammy	Instructional Coach
Fields, Margaret	Guidance Counselor

### Duties

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

\*Daniel Merchant (Principal):

- Provides a common vision for the use of data-based decision-making
- Ensures school resources, including but not limited to, budget, personnel, materials and supplies are maximized to achieve school improvement goals
- Ensures that the school-based team is implementing Florida Curriculum Improvement Model (FCIM), Multi-Tiered System of Supports (MTSS) and addressing goals and targets in the School Improvement Plan (SIP)
- Ensures implementation of intervention support and documentation
- Ensures adequate professional development to support Multi-Tiered System of Supports (MTSS) implementation
- Communicates with parents regarding school based Multi-Tiered System of Supports (MTSS) plans and activities
- Designates members of the Leadership Team as grade-level liaisons and meets as a Leadership Team for collaboration

\*Scott Peters (Assistant Principal):

- Ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS) and addressing goals and targets in the School Improvement Plan (SIP)
- Conducts assessment of Multi-Tiered System of Supports (MTSS) skills of school staff
- Ensures implementation of intervention support and documentation
- Ensures adequate professional development to support Multi-Tiered System of Supports (MTSS) implementation
- Communicates with parents regarding school based Multi-Tiered System of Supports (MTSS) plans and activities

\*Andrea Austing (Curriculum Resource Teacher, CRT):

- Develops documents necessary to manage and display data that addresses goals and targets identified in the School Improvement Plan (SIP)
- Provides professional development to teachers and staff regarding data management and used to drive instruction
- Facilitates all district and state assessments
- Collaborates with staff to ensure student needs are met and School Improvement Plan (SIP) goals are addressed
- Provides guidance with K-12 ELA Plan
- Provides guidance with K-12 Math Plan
- Facilitates and supports data collection activities
- Assists in data analysis
- Provides professional development and technical assistance to teachers in regards to data-based instructional planning

\*Tammy Quinn (Resource Teacher/Curriculum Compliance Teacher CCT):

- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the School Improvement Plan (SIP)

- Collaborates with staff to ensure student needs are met and School Improvement Plan (SIP) goals are addressed
- Facilitates and supports data collection activities
- Assists in data analysis
- Supports ELL students with assessments and strategies for ELL assistance and compliance
- \*Margaret Field (Guidance & Staffing Specialist):
- Provides support for healthy emotional and social development strategies and programs
- Facilitates and supports data collection activities
- Assists in data analysis
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the School Improvement Plan (SIP)
- Collaborates with staff to ensure student needs are met and School Improvement Plan (SIP) goals are addressed

The Multi-Tiered System of Supports (MTSS) Leadership Team will attend Professional Learning Communities (PLC) and data meetings as assigned. Members are responsible for understanding the curriculum at each grade level as well as their Tier II and Tier III intervention needs. Members will use data from Performance Matters to review all assessment data and keep abreast of grade-level data and student needs.

***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***

\*Multi-Tiered System of Supports (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 Multi-Tiered System of Supports (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.

\*Title III funds are used to provide support for our English Language Learner (ELL) population. Support is offered to our Kindergarten - Fifth Grade English Language Learners (ELL) to provide reinforcement of skills taught in the classroom.

\*The Homeless Education program, provided through the McKinney-Vento Act, allows for services to students 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.

\*Supplemental Academic Instruction (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 fifth 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.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Daniel Merchant	Principal
Donna Justice	Education Support Employee
Alexis Spade	Parent
Ann Moy	Teacher
Jad Denmark	Parent
Jodi Gross	Parent
Amy Worsham	Parent
Camilla Finn	Teacher
Dave Vandersteen	Parent
Sheri Gregory	Parent
Yvette Gonzalez	Teacher

**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*

The School Advisory Council (SAC) met at the beginning of the year to evaluate last year's School Improvement Plan and identify academic strengths and weaknesses.

The Leadership Team reviewed the School Improvement Plan (SIP) and the Annual Measurable Objectives (AMO) over the summer and shared them with all staff members during pre-planning and beginning-of-the-year staff meetings.

\*2014-15 Student Achievement Data

Reading 3+ (82%)

Math 3+ (78%)

Science 3+ (89%)

Writing 3.5 (75)

Reading Learning Gains (76%)

Math Learning Gains (79%)

Reading Learning Gains Lowest 25% (73%)

Math Learning Gains Lowest 25% (63%)

\*2015 Dr. Phillips ES - Annual Measurable Objectives (AMO's)

Reading

Asian; No

Black; No

Hispanic; Yes

White; No

English Language Learners; Yes

Students with Disabilities; Yes

Economically Disadvantaged; Yes

Math

Asian; Yes

Black; No

Hispanic; Yes

White; No

English Language Learners; Yes

Students with Disabilities; Yes

Economically Disadvantaged; No

Dr. Phillips Elementary School received an "A" status school grade for the 2013-2014 school year.

*Development of this school improvement plan*

In developing the School Improvement Plan (SIP), the School Advisory Council (SAC) conducts a needs assessment survey each year that impacts the school from both outside and within the school. The School Advisory Council (SAC) meets monthly to discuss the school's progress towards the goals addressed in the current School Improvement Plan (SIP). The committee makes adjustments throughout the year that are then compiled and used to create the following school year's improvement plan. Goals, barriers and strategies which Dr. Phillips Elementary will address in this plan are discussed and agreed upon by the School Advisory Council (SAC).

The School Advisory Council (SAC) reviews relevant data, identifies problem areas and develops improvement strategies. The The School Advisory Council (SAC) members agree to adopt the plan and submit it as a draft.

Additionally, School Advisory Council (SAC) receive funds to be used at the discretion of the School Advisory Council (SAC). A portion of the money should be used for implementing the School Improvement Plan (SIP). The improvement plan shall include performance indicators which are measurable.

*Preparation of the school's annual budget and plan*

The general budget and specifically the funds to which School Advisory Council (SAC) gives input are reviewed with School Advisory Council (SAC) throughout the school year.

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

School Advisory Council (SAC) funds will be used for the students. Previously we have used the funds to host Curriculum Nights at the school and to purchase classroom materials for the students.

***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
Merchant, Daniel	Principal
Peters, Scott	Assistant Principal
Austing, Andrea	Instructional Coach
Quinn, Tammy	Instructional Coach
Mathis, Jennifer	Instructional Technology

**Duties**

### **Describe how the LLT promotes literacy within the school**

The major initiatives of the Literacy Leadership Team (LLT) this year will be implementing core Reading instruction with fidelity, ensuring students have access to complex text aligned with the Florida Standards and infusing writing across all content areas. In addition the Literacy Leadership Team (LLT) supports the use of the Accelerated Reading program. The Literacy Leadership Team (LLT) encourages family and community involvement through various activities including academic family evening events.

In addition the Literacy Leadership Team (LLT) will focus on how we will achieve our Annual Measurable Objectives (AMO's) as identified in the School Improvement Plan (SIP) in the area of literacy. The Literacy Leadership Team (LLT) will meet regularly throughout the year to discuss, share and plan based on student data and observation. The Literacy Leadership Team (LLT) will also:

- Support teachers in the implementation of school-wide literacy/instructional strategies
- Analyze data for instructional decision-making
- Assist teachers in differentiating learning
- Observe, provide feedback, model literacy lessons and support teachers
- Suggest appropriate resources to embed literacy within content areas
- Facilitate professional learning opportunities to improve literacy achievement
- Ensure implementation of Florida Standards (FS)

### **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**

\*Monthly progress monitoring meetings will be held with the Leadership Team in Room 214 "Eagles Nest." During these meetings, the Leadership Team and teachers will analyze and discuss classroom and grade level trends and academic concerns. We will also discuss intervention/enrichment decisions that will be best for students. Teachers are expected to communicate data outcomes to students and parents after progress monitoring and/or parent teacher conferences.

-2nd Monday of every Month= Kindergarten, First, Second Grade and Exceptional Student Education (ESE)

-4th Monday of every Month= Third, Fourth, Fifth and Special Areas

Each Tuesday, teachers will meet in the Professional Learning Communities (PLC) to deconstruct the Florida Standards for English Language Arts (LAFS) and Mathematics (MAFS) instruction. A Leadership Team member will be present during these meetings. During the Professional Learning Communities (PLC) Meetings, minutes are taken and submitted to the Leadership Team and uploaded to the School Collaboration/SharePoint Website.

Each Thursday, teachers will meet to have common planning to focus on data analysis and best practices for Reading and Mathematics instruction. A Leadership Team member will be present during these meetings. Time is dedicated each week to common planning where teachers are encouraged to plan together with their team to address the most effective way to address the Florida Standards in each subject area. Teachers are also given the opportunity to observe their peers as they are instructing in order to gain insight regarding new strategies that address unique student needs.

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

The Orange County Public Schools (OCPS) E-Recruiting system is utilized to seek out highly qualified candidates and all instructional applicant resumes are reviewed and verbal references are obtained to ensure candidates are highly qualified.

The strategies we use to recruit and retain highly qualified, certified in-field, effective teachers to our school include the following:

- Orange County Public Schools Recruitment Fair

- Hire highly qualified candidates who demonstrate ability to raise student achievement
  - Structured mentoring program including bi-weekly professional development to meet the specific needs of new teachers
  - Ongoing professional development on Florida Standards and the Marzano Framework
  - Collaborative planning
  - Immediate and relevant feedback to teachers on instructional practices through the use of iObservation based on the Marzano Framework
- In addition, the current partnership with the University of Central Florida provides the opportunity to aid in the development of future highly qualified educators. The Principal, Assistant Principal and Curriculum Resource Teacher (CRT) are responsible.

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

Beginning teachers are paired with veteran teachers on the same grade level who will mentor them throughout the year. They will participate in weekly meetings to discuss lesson planning, classroom management, effective teaching strategies and effective communication skills. There will be monthly meetings for new teachers that are conducted by the Curriculum Resource Teacher (CRT) to ensure beginning teachers are progressing and are equipped with what they need in order to be successful. The monthly meetings focus on planning, teacher observations, school initiatives, procedures and professional development.

## **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 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***

School data is analyzed on a regular basis to ensure that all students are continually progressing academically. Every student receives Tier I instruction and students who have been identified through data analysis as having difficulty attaining proficiency also receive Tier II instruction that is targeted to meet their unique instructional needs. Tier II instruction is provided in a smaller setting and students who need more intensive interventions receive Tier III instruction in addition to Tier I and Tier II. Tier II and Tier III intervention materials are approved interventions in the K-12 Reading Plan. Students who are struggling as identified through data analysis are also offered additional support where they will receive small group instruction in specific areas of deficiency.

Teachers differentiate Reading instruction during the 90 minute Reading block (guided Reading differentiated centers), RICE block (Reading Intervention Centers Enrichment), MICE block (Mathematics Intervention Centers Enrichment). Teachers meet twice each week (Tuesday-Professional Learning Communities & Thursday-Common Planning) with a leadership team member present to plan for instruction and discuss progress monitoring data for both core and Tiered



instruction. In addition, the Leadership Team periodically meet with teachers individually to discuss each student (Soaring Eagles) and students individual needs to monitor progress toward mastery of the Florida Standards as well as how the tiered instructional placement is impacting overall learning gains.

Teachers are required to use the District Scope and Sequence and Measurement Topic Plans (MTP's) that are posted on Instructional Management Plan (IMS) to ensure they are following the District plan. The time dedicated for common planning is spent looking at the Florida Standards and creating ways to teach each one to students. Learning goals and performance scales that are aligned to the Florida Standards are also posted in each classroom for the core subject areas. Lesson plans are checked by the Leadership Team. Observations are conducted regularly by the Leadership Team to ensure that instruction is aligned to the Florida Standards.

***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:** 1,280

During the Extended Day Before and After School Program, students are involved in activities that promote citizenship skills and healthy living through structured physical activities. Students are also engaged in enrichment activities designed to reinforce academic skills that are taught during the school day.

***Strategy Rationale***

Enrichment activities that contribute to a well-rounded education.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Merchant, Daniel, daniel.merchant@ocps.net

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

Data is collected by the Before and After School Program Coordinator through informal observations of students participating in hands-on activities. This data is reviewed by Extended Day Program Coordinator to determine overall effectiveness of the planned activities. Adjustments to curriculum and activities are made using this information in order to ensure the needs of all students are met academically and socially.

**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***

Children ready to enter Kindergarten are invited to attend yearly summer registration and our Open House program. Parents are encouraged to enroll students early to begin the transition process. All Kindergarten students at Dr. Phillips Elementary School are assessed in Kindergarten in order to

determine individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of basic skills/school readiness, oral language/syntax, print/letter knowledge, and phonological awareness/processing. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by the screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, modeling and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine learning gains, necessary changes to instruction and intervention programs.

### **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***

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

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

***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***

## 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.** Increase student achievement through the implementation of the Multi-Tiered Systems of Support (MTSS) process.
  
- G2.** Teachers will effectively deliver rigorous, standards-based instruction aligned with Marzano Instructional Framework in all content areas.

## 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. Increase student achievement through the implementation of the Multi-Tiered Systems of Support (MTSS) process. 1a**

G056575

**Targets Supported 1b**

Indicator	Annual Target
Math Lowest 25% Gains	66.0
ELA/Reading Lowest 25% Gains	76.0

**Resources Available to Support the Goal 2**

- Florida Standards, Test Item Specifications, Instructional Focus Calendars, Journeys, Fusion, Go Math, Core Connections Writing, OCPS Essential Labs, CPALMS, Think Central, iStation, school based identified supplemental instructional resources.

**Targeted Barriers to Achieving the Goal 3**

- Teachers lack of knowledge and understanding of differentiated curriculum.

**Plan to Monitor Progress Toward G1. 8**

Analyze iObservation, benchmark, progress monitoring and common assessment data to determine if the implementation of the MTSS process is being delivered with fidelity increasing student achievement.

**Person Responsible**

Daniel Merchant

**Schedule**

On 6/5/2015

**Evidence of Completion**

Agenda's, meeting minutes, iObservation and student data binders

**G2.** Teachers will effectively deliver rigorous, standards-based instruction aligned with Marzano Instructional Framework in all content areas. 1a

G041847

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	66.0
ELA/Reading Lowest 25% Gains	76.0

**Resources Available to Support the Goal** 2

- Florida Standards, Test Item Specifications, Instructional Focus Calendars, Journeys, Fusion, Go Math, Core Connections Writing, OCPS Essential Labs, CPALMS, Think Central, iStation, school based identified supplemental instructional resources.

**Targeted Barriers to Achieving the Goal** 3

- Instructional staff's lack of deep understanding of new Florida Standards and expected outcomes.

**Plan to Monitor Progress Toward G2.** 8

Analyze iObservation, benchmark data, common assessment data to determine student growth as a result of standards based instruction.

**Person Responsible**

Scott Peters

**Schedule**

On 6/5/2015

**Evidence of Completion**

Student achievement data, data binders and administration agendas

## 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.** Increase student achievement through the implementation of the Multi-Tiered Systems of Support (MTSS) process. **1**

 G056575

**G1.B1** Teachers lack of knowledge and understanding of differentiated curriculum. **2**

 B143028

**G1.B1.S1** Increasing teachers' knowledge and understanding about differentiated instruction **4**

 S155099

#### Strategy Rationale

Increasing teachers' knowledge and understanding about differentiated instruction

#### Action Step 1 **5**

Administration will conduct MTSS professional development through progress monitoring, MTSS and provide staff development meetings

#### Person Responsible

Daniel Merchant

#### Schedule

On 6/5/2015

#### Evidence of Completion

Agenda's, sign in sheets, materials, iObservation and student achievement data

**Action Step 2** 5

Administration will provide coaching, modeling and instructional rounds.

**Person Responsible**

Andrea Austing

**Schedule**

On 6/5/2015

***Evidence of Completion***

Agenda's, sign in sheets, materials, iObservation and student achievement data

**Action Step 3** 5

Administration will attend common planning and professional learning community meetings

**Person Responsible**

Scott Peters

**Schedule**

***Evidence of Completion***

Agenda's, sign in sheets, materials, iObservation and student achievement data

**Action Step 4** 5

Teachers will implement the (MTSS) process

**Person Responsible**

Daniel Merchant

**Schedule**

On 6/5/2015

***Evidence of Completion***

iObservation and student achievement data

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

Administration will participate in common planning and Professional Learning Community Meetings conduct classroom observations, lesson plan checks to make sure the action steps are occurring.

**Person Responsible**

Daniel Merchant

**Schedule**

On 6/5/2015

**Evidence of Completion**

Meeting Minutes, Agenda's, iObservation and lesson plans to monitor student achievement

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

Administration will conduct progress monitoring meetings

**Person Responsible**

Scott Peters

**Schedule**

On 6/5/2015

**Evidence of Completion**

Agenda's, lesson plans, iObservation data and student data binders

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

State Standardized Tests

**Person Responsible**

Andrea Austing

**Schedule**

On 6/5/2015

**Evidence of Completion**

Florida Standards Assessment, iStation and grade level common assessments



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

Administration will monitor student achievement data to evaluate the effectiveness of differentiated instruction

**Person Responsible**

Daniel Merchant

**Schedule**

On 6/5/2015


**Evidence of Completion**

FSA 2015 Student achievement data

**G2.** Teachers will effectively deliver rigorous, standards-based instruction aligned with Marzano Instructional Framework in all content areas. 1

 G041847

**G2.B1** Instructional staff's lack of deep understanding of new Florida Standards and expected outcomes. 2

 B101724

**G2.B1.S1** Providing teachers with the necessary training to deconstruct standards and plan learning activities that meet the rigor level of the standards, teachers will increase their knowledge of the new standards. 4

 S154791

**Strategy Rationale**

Providing teachers with the necessary training to deconstruct standards and plan learning activities that meet the rigor level of the standards, teachers will increase their knowledge of the new standards.

**Action Step 1 5**

Administration will provide professional development on Florida Standards and differentiated instructional strategies.

**Person Responsible**

Daniel Merchant

**Schedule**

On 6/5/2015

**Evidence of Completion**

Agenda's, sign in sheets, materials, iObservation and student achievement data

**Action Step 2** 5

Administration will provide coaching, modeling and instructional rounds.

**Person Responsible**

Andrea Austing

**Schedule**

On 6/5/2015

***Evidence of Completion***

Agenda's, sign in sheets, iObservation and student achievement data

**Action Step 3** 5

Administration will attend common planning and professional learning community meetings.

**Person Responsible**

Scott Peters

**Schedule**

On 6/5/2015

***Evidence of Completion***

Sign in sheets, meetings minutes, lesson plans, iObservation and student achievement data

**Action Step 4** 5

Teachers will implement rigorous standards based instruction.

**Person Responsible**

Daniel Merchant

**Schedule**

On 6/5/2015

***Evidence of Completion***

iObservation and student achievement data

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administration will participate in common planning and Professional Learning Community Meetings, conduct classroom observations, lesson plan checks to make sure the action steps are occurring.

**Person Responsible**

Daniel Merchant

**Schedule**

On 6/5/2015

***Evidence of Completion***

Meeting Minutes, Agenda's, iObservation data and lesson plans to monitor student achievement.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administration will conduct progress monitoring meetings

**Person Responsible**

Scott Peters

**Schedule**

***Evidence of Completion***

Agenda's, lesson plans iObservation data and data binders

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

State Standardized Tests

**Person Responsible**

Andrea Austing

**Schedule**

On 6/5/2015

***Evidence of Completion***

Florida Standards Assessment, iStation and grade level common assessments

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Administration will monitor student achievement data to evaluate the effectiveness of the instructional planning.

**Person Responsible**

Daniel Merchant

**Schedule**

On 6/5/2015

**Evidence of Completion**

FSA 2015 Student achievement data

**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
G2.B1.S1.A1	Administration will provide professional development on Florida Standards and differentiated instructional strategies.	Merchant, Daniel	8/11/2014	Agenda's, sign in sheets, materials, iObservation and student achievement data	6/5/2015 one-time
G1.B1.S1.A1	Administration will conduct MTSS professional development through progress monitoring, MTSS and provide staff development meetings	Merchant, Daniel	8/11/2014	Agenda's, sign in sheets, materials, iObservation and student achievement data	6/5/2015 one-time
G2.B1.S1.A2	Administration will provide coaching, modeling and instructional rounds.	Austing, Andrea	8/11/2014	Agenda's, sign in sheets, iObservation and student achievement data	6/5/2015 one-time
G1.B1.S1.A2	Administration will provide coaching, modeling and instructional rounds.	Austing, Andrea	8/11/2014	Agenda's, sign in sheets, materials, iObservation and student achievement data	6/5/2015 one-time
G2.B1.S1.A3	Administration will attend common planning and professional learning community meetings.	Peters, Scott	8/11/2014	Sign in sheets, meetings minutes, lesson plans, iObservation and student achievement data	6/5/2015 one-time
G1.B1.S1.A3	Administration will attend common planning and professional learning community meetings	Peters, Scott	8/11/2014	Agenda's, sign in sheets, materials, iObservation and student achievement data	one-time
G2.B1.S1.A4	Teachers will implement rigorous standards based instruction.	Merchant, Daniel	8/11/2014	iObservation and student achievement data	6/5/2015 one-time
G1.B1.S1.A4	Teachers will implement the (MTSS) process	Merchant, Daniel	8/11/2014	iObservation and student achievement data	6/5/2015 one-time
G1.MA1	Analyze iObservation, benchmark, progress monitoring and common assessment data to determine if the implementation of the MTSS process is being delivered with fidelity increasing student achievement.	Merchant, Daniel	8/11/2014	Agenda's, meeting minutes, iObservation and student data binders	6/5/2015 one-time
G1.B1.S1.MA1	Administration will monitor student achievement data to evaluate the effectiveness of differentiated instruction	Merchant, Daniel	8/11/2014	FSA 2015 Student achievement data	6/5/2015 one-time
G1.B1.S1.MA1	Administration will participate in common planning and Professional Learning Community Meetings conduct classroom observations, lesson plan	Merchant, Daniel	8/11/2014	Meeting Minutes, Agenda's, iObservation and lesson plans to monitor student achievement	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	checks to make sure the action steps are occurring.				
G1.B1.S1.MA2	Administration will conduct progress monitoring meetings	Peters, Scott	8/11/2014	Agenda's, lesson plans, iObservation data and student data binders	6/5/2015 one-time
G1.B1.S1.MA3	State Standardized Tests	Austing, Andrea	8/11/2014	Florida Standards Assessment, iStation and grade level common assessments	6/5/2015 one-time
G2.MA1	Analyze iObservation, benchmark data, common assessment data to determine student growth as a result of standards based instruction.	Peters, Scott	9/10/2014	Student achievement data, data binders and administration agendas	6/5/2015 one-time
G2.B1.S1.MA1	Administration will monitor student achievement data to evaluate the effectiveness of the instructional planning.	Merchant, Daniel	10/6/2014	FSA 2015 Student achievement data	6/5/2015 one-time
G2.B1.S1.MA1	Administration will participate in common planning and Professional Learning Community Meetings, conduct classroom observations, lesson plan checks to make sure the action steps are occurring.	Merchant, Daniel	10/6/2014	Meeting Minutes, Agenda's, iObservation data and lesson plans to monitor student achievement.	6/5/2015 one-time
G2.B1.S1.MA2	Administration will conduct progress monitoring meetings	Peters, Scott	Agenda's, lesson plans iObservation data and data binders	one-time	
G2.B1.S1.MA3	State Standardized Tests	Austing, Andrea	9/1/2014	Florida Standards Assessment, iStation and grade level common assessments	6/5/2015 one-time

## 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 Opportunities

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

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0