

**School Improvement Plan**

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
<b>Student Achievement</b>	<p>Overall EOC College and Career Ready (levels 4 &amp; 5) increased 1.3% points from 2012-2013 to 2014-2015.</p> <p>Math I EOC College and Career Ready (levels 4 &amp; 5) increased 1.2% points from 2012-2013 to 2014-2015.</p> <p>English II EOC College and Career Ready (levels 4 &amp; 5) increased 8.6% points from 2012-2013 to 2014-2015.</p> <p>Math I EOC proficiency (levels 3, 4 &amp; 5) increased 4.1% points from 2012-2013 to 2014-2015.</p> <p>5 Year graduation rate increased 13.7% points (73.3% to 87.0%) from 2013-2014 to 2014-2015 (overall 87%).</p> <p>“Met” expected growth the past 2 years (2013-2015) according to EVAAS with a peak of -1.4 average growth index.</p> <p>“Met” expected growth the 2014-2015 school year in Algebra I, Biology and English II</p>	<p>Overall EOC proficiency (levels 3, 4 &amp; 5) decreased 1.6% points from 2012-2013 to 2014-2015.</p> <p>English II EOC proficiency (levels 3, 4 &amp; 5) decreased 8.8% points from 2012-2013 to 2014-2015.</p> <p>Biology EOC proficiency (levels 3, 4 &amp; 5) decreased 1.9% points from 2012-2013 to 2014-2015.</p> <p>Biology EOC College and Career Ready (levels 4 &amp; 5) decreased 4.6% points from 2012-2013 to 2014-2015.</p> <p>4 Year graduation rate decreased 2.3% points (81.4% to 78.8) from 2013-2014 to 2014-2015 (overall 78.8%)</p> <p>4 year and 5 year cohort graduation data indicates a concern with our male subgroup</p> <ul style="list-style-type: none"> <li>• 4 year cohort 71.4% (overall 78.8%)</li> <li>• 5 year cohort 80% (overall 87%)</li> </ul> <p>95% testing participation requirement for NC indicates a missed target as “all students” for school year 2014-2015.</p> <ul style="list-style-type: none"> <li>• Math (all students) 94%</li> <li>• Reading (all students) 83%</li> </ul> <p>Based on 2014-2015 Spring goal summary reports indicates an area of focus for each tested subject (highest average by categories)</p> <ul style="list-style-type: none"> <li>• Math I/Geometry -24.8%</li> <li>• English II/Language -21.3%</li> <li>• English II/Literature -20%</li> <li>• Biology/Molecular -32%</li> </ul>

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
<p style="text-align: center;"><b>Process Data</b></p>	<ul style="list-style-type: none"> <li>• PLT's aligned with instructional Goals: Collaboration, 21st Century Tools/Concepts, Literacy across the curriculum and Project/Problem Based Instructional Learning.</li> <li>• Reference webstes: <a href="http://phillipshs.wcpss.net/pd--plt-resources.html">http://phillipshs.wcpss.net/pd--plt-resources.html</a> &amp; (<a href="http://phillipsacrosscurriculum.weebly.com/">http://phillipsacrosscurriculum.weebly.com/</a>)</li> <li>• Literacy coach leader works collaboratively with teachers, administrators, and department staff to improve student achievement by providing school-based support for teachers as we continue to implement effective literacy instructional practices.</li> </ul> <p>According to in-house surveys:</p> <ul style="list-style-type: none"> <li>• Teachers increased their online presence on the school's website from 56% in 2012 to 85% in 2016.</li> <li>• The integration of technology for daily instructional purposes has increased from 60.71% in 2013 to 90.7% in 2016.</li> <li>• 2015 survey determined that 79% of staff use technology as a tool for formative assessments.</li> </ul> <p>Additional in-house surveys concluded:</p> <ul style="list-style-type: none"> <li>• In 2014-2015 90.7% of certified staff--who participated in the survey--used technology to support instruction on a weekly basis</li> <li>• In 2015-2016 67% of teachers use technology to collect evidence of student learning gaps and gains (formative assessment)</li> <li>• In 2015-2016 61.3% of teachers use technology for fostering collaboration and sharing within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• New goal will focus on how technology is used to support instruction, rather than focusing on the frequency of use.</li> </ul> <p>In-house survey conducted in 2015-2016 determined:</p> <ul style="list-style-type: none"> <li>• 58.1% of teachers use technology as formative assessment to inform instruction</li> <li>• Teachers use technology to support 21st century literacy in the following ways:             <ul style="list-style-type: none"> <li>◦ 51.6% of teachers use technology to encourage students to create print and non-print media text</li> <li>◦ 29% of teachers use technology to encourage students to critique print and non-print multimedia text</li> <li>◦ 25.8% of teachers use technology to encourage students to analyze print and non-print multimedia text</li> <li>◦ 16.1% of teachers use technology to encourage students to evaluate print and non-print multimedia text</li> </ul> </li> </ul>

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
<b>Staff and Student Demographics</b>	<p>The diversity of the student population as compared to the school staff is as follows:</p> <p>62% black students versus 44.4% of staff, a difference of 17.6% points.            8% white students versus 37% of staff, a difference of 29% points.            23% hispanic students versus 7.4% of staff, a difference of 15.6% points.            42% male students versus 24.9% of staff, a difference of 17.1% points.            58% female students versus 74.1% of staff, a difference of 16.1% points.</p> <p>According to NC School Report Cards our school's teacher turnover rate in 2013-2014 was 13.8%, or .6% points more than the District's at 13.2%, but 1.8% points less than the State's at 15.6%.</p> <p>According to NC School Report Cards our school's teacher turnover rate in 2014-2015 was 6.1%, or 7.8% points less than the District's at 13.9%, and 9.6% points less than the State's at 15.7%.</p>	<p>According to in-house survey parent communications has improved from 17% in 2014 to 32.2% in 2015 representing an increase of 15.2% points but still remains significantly low.</p> <p>In November of 2015 in order to improve parent involvement and communications we were able to reinstate our school's PTSA, but it has been difficult to recruit and increase membership beyond the founding members.</p> <p>Based on the NC School Report Cards our school's attendance average for 2013-2014 was 83.3%, a 12.2% point difference below the District's 95.5%.</p> <p>Based on the NC School Report Cards our school's attendance average for 2014-2015 was 82.6%, a 12.3% point difference below the District's 94.9%.</p> <p>Teacher demographics do not reflect student demographics.</p>

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
<b>Perception</b>	<p>In 2015 our school conducted an in-house Survey that determined the following:</p> <ul style="list-style-type: none"> <li>• 100% of teachers agree that our small classes allow for teachers to meet the needs of our students.</li> <li>• 95% of teachers agree that they have adequate space to work productively.</li> <li>• 95% of the faculty agree that they work in a school environment that is safe.</li> <li>• 92% of teachers agree that they have sufficient access to appropriate instructional materials.</li> <li>• 92% of teachers agree that they have sufficient access to instructional technology, including computers, printers, software and internet access.</li> <li>• 96% of teachers agree that the school environment is clean and well maintained.</li> <li>• 92% of teachers agree that the school leadership facilitates using data to improve student learning.</li> </ul> <p>Followup Surveys conducted in subsequent months since the initial survey have further determined the following:</p> <ul style="list-style-type: none"> <li>• The process for effectively making group decisions to solve problems has increased from 50% in 2013 to 77.4% in 2016 which represents a 27.4% point improvement.</li> </ul> <p>The District TWC 2014-2015 student survey determined the following about our school:</p> <ul style="list-style-type: none"> <li>• 94.5% strongly agree/agree that adults at my school treat students fairly.</li> <li>• 100% strongly agree/agree that they will continue their education after high school.</li> <li>• 100% strongly agree/agree that their education will create many future opportunities.</li> <li>• 100% strongly agree/agree that they are hopeful about their future.</li> <li>• 94.1% strongly agree/agree that going to school after high school is important.</li> </ul>	<p>A 2012 in-House survey determined that 55% of parents/guardians know what is going on in this school, versus 55.1% as compared to a followup survey in 2015 or a .1% increase.</p> <p>A 2012 in-House survey determined that 60% of faculty agreed that we have an effective process for making group decisions, versus 77.4% as compared to a followup survey in 2015 or a 17.4% improvement. The District TWC 2014-2015 working conditions survey of our school determined that 45.2% agreed that parents/guardians support teachers, contributing to their success with students. as compared to the State TWC 2013-2014 results of 45.7%, or a decrease of .5% points. This compares to the Central Area schools 2014-2015 survey results determining 79.5%, or a difference of 34.3% points as compared to our school.</p> <p>The District TWC 2014-2015 working conditions survey of our school determined that 58.1% agreed that there is an atmosphere of trust and mutual respect in our school, as compared to the State TWC 2013-2014 results of 68.6%, or a decrease of 10.5% points.</p> <p>The District TWC 2014-2015 working conditions survey of our school determined that 60% agreed that teachers feel comfortable raising issues and concerns that are important to them, as compared to the State TWC 2013-2014 results of 71.4%, or a decrease of 11.4% points.</p> <p>The District TWC 2014-2015 working conditions survey of our school determined that 64.5% agreed that the faculty and staff have a shared vision, as compared to the State TWC 2013-2014 results of 88.2%, or a decrease of 23.7% points.</p> <p>The District TWC 2014-2015 student survey determined the following about our school:</p> <ul style="list-style-type: none"> <li>• 58.8% strongly agree/agree that they have a say about what happens to them at their school.</li> <li>• 58.8% strongly agree/agree that politics and government is boring.</li> <li>• 70.5% strongly agree/agree that they enjoy talking to the teachers here.</li> </ul>

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>The overall EOC proficiency (levels 3, 4 &amp; 5) decreased 1.6% from 2012-2013 to 2014-2015.</p> <ul style="list-style-type: none"> <li>• English II decreased 8.8% points.</li> <li>• Biology decreased 1.9% points</li> </ul>	<p>According to 2014-2015 CBM data our at-risk students have low reading and comprehension skills, which significantly impacts score results.</p>	<ul style="list-style-type: none"> <li>• Installing and supporting 21st century school wide learning objectives Curriculum:             <ul style="list-style-type: none"> <li>◦ 21st century tools/literacy</li> <li>◦ Project/problem based instruction</li> <li>◦ Literacy across the curriculum.</li> <li>◦ Collaboration</li> </ul> </li> <li>• Literacy coach focusing on supporting teacher application of school wide learning objectives.</li> <li>• PLT's and professional development aimed at supporting school wide learning objectives.</li> <li>• Use of CMAPP to support instruction.</li> <li>• MTSS (Response to Instruction)-Process for intervening to help failing students.</li> <li>• Sustained Silent Reading Initiative (SSR)</li> </ul>
<p>Based on 2014-2015 Spring goal summary reports indicates an area of focus for each tested subject (highest average by categories)</p> <ul style="list-style-type: none"> <li>• Math I/Geometry -24.8%</li> <li>• English II/Language -21.3%</li> <li>• English II/Literature -20%</li> <li>• Biology/Molecular -32%</li> </ul>	<p>According to 2014-2015 CBM data our at-risk students have low reading and comprehension skills, which significantly impacts score results.</p>	<ul style="list-style-type: none"> <li>• Installing and supporting 21st century school wide learning objectives Curriculum:             <ul style="list-style-type: none"> <li>◦ 21st century tools/literacy</li> <li>◦ Project/problem based instruction</li> <li>◦ Literacy across the curriculum.</li> <li>◦ Collaboration</li> </ul> </li> <li>• Literacy coach focusing on supporting teacher application of school wide learning objectives.</li> <li>• PLT's and professional development aimed at supporting school wide learning objectives.</li> <li>• Use of CMAPP to support instruction.</li> <li>• MTSS (Response to Instruction)-Process for intervening to help failing students.</li> <li>• Sustained Silent Reading Initiative (SSR)</li> </ul>

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<b>Priority Concerns/Problem Statement</b>	<b>Root Causes/Hypothesis (ICEL)</b>	<b>Solutions (evidence based)</b>
<p>Based on the NC School Report Cards our school's attendance average for 2013-2014 was 83.3%, a 12.2% point difference below the District's 95.5%.</p> <p>Based on the NC School Report Cards our school's attendance average for 2014-2015 was 82.6%, a 12.3% point difference below the District's 94.9%.</p>	<p>Approximately 30% of MEPHS students have had 18+ absences in in the 2015-2016 school year. Student attendance has been a longstanding issue which is complicated by low socio-economic status (SES) (86% FRL), pregnancy/parenting (15%) and homelessness (10%).</p>	<ul style="list-style-type: none"> <li>• Attendance Committee to collaborate with MTSS team in developing strategies for improving attendance.</li> <li>• Provide incentives and focused interventions that will assist with improved student attendance.</li> <li>• Increase School wide Parent/Student/Community Outreach Activities via PTSA, Student Services and the SIP Climate Goal Team/Committee.</li> <li>• Continue to generate interest and grow the school's PTSA organization.</li> <li>• Continue to generate interest and grow the school's course offerings and student clubs.</li> </ul>

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**Data Summary**

Describe your conclusions

Mary E. Phillips has increased overall EOC College and Career Ready (levels 4 & 5) by 1.3% points since 2012-2013, and met expected growth according to EVAAS data since 2013-2014. In that same time frame, however, proficiency (levels 3, 4, & 5) have decreased in English II and Biology. The summary report indicates that areas to focus on include Geometry, Language, Literature and Molecular Biology. As our data indicates we are graduating a greater percentage of our seniors, however, cohort graduation rates have decreased by 2.3% points and indicate a concern with our male subgroup. In addition, we continue to struggle with student attendance but continue to develop targeted strategies to improve attendance and student achievement.

In the past several years teachers have embraced technology and increased their "online/internet" presence from 56% in 2012 to 85% in 2016. The integration of technology for daily instructional purposes and formative assessments is widespread throughout the various curricula at almost 91%. We successfully achieved our goal and with the new SIP will concentrate our focus on using technology in more innovative and effective ways to further support instruction. Our school's highly qualified teachers have overwhelmingly embraced technology integration, school improvement strategies and methodologies as demonstrated by our lower turnover rate as compared to the District and State.

At Phillips we are working hard to continuously foster a nurturing learning environment where students feel they are treated fairly. As a result, our population of at-risk students overwhelmingly believe education is important and demonstrate a desire to continue their education past high school. At the same time we must make our students feel they have more of a "say" in their school, while simultaneously engaging more of their parents/guardians into their child's education. We will continue to work on improving the "School Climate" for students, parents/guardians and the school's staff.

It is imperative that in order for our school to achieve the level of success we have set out to accomplish, it is vitally important that we analyze data more effectively and frequently, and use this "just-in-time" data to guide us in developing even more effective strategies that are implemented and monitored with fidelity.

**School Improvement Plan**
**Membership of School Improvement Team**

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018
<b>Principal:</b>	Daniel Colvin
<b>Date:</b>	May - 2016

**SIP Team Members**

<b>Name</b>	<b>School Based Job Title</b>
1 Carolyn Nunn	Other
2 Dalila Lilly	Teacher
3 Daniel Colvin	Principal
4 Deborah Bodolus	Teacher
5 Geraldine Webb-Harris	Other
6 Juan M. Diaz	School Improvement Chair
7 Kathy Zappia	Other
8 Katona Thomas	Teacher
9 Kimberly Harrison	Assistant Principal
10 Liliana Carbajal	Parent
11 Michele Baldwin	Teacher
12 Nicolle Martin Harris	Teacher
13 Roxanne Burt	Teacher
14 Scott Renk	Teacher
15 Stacy Miller	Instructional Support Personnel



<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018
<b>Date:</b>	May - 2016

**Mission Statement**

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

**Vision Statement**

Mary E. Phillips High School will be the highest performing high school in Wake County.

**Core Beliefs**

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
- The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
- The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
- The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

**Value Statement**

- We believe that all of our students are capable of learning and as such we will provide a learning environment specifically suited to our student's unique needs, and result in senior class graduation rates of 95% or better annually.
- We will provide an environment where students see success as an attainable goal.
- Our well-supported, highly effective, and dedicated principals, teachers, and staff are essential to the success of our students.
- We will create a climate where trust and mutual respect among staff is developed and nurtured; while simultaneously sustaining best practices, promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing school focused on student achievement.
- We will involve all PLT stakeholders.
- We will use data as a performance measurement to provide opportunities that address the diverse needs of our learners.

**School Goal**

By June 2018, Mary E. Phillips will increase student achievement by “meeting” growth expectations in 100% of EVAAS measured (EOC) testing courses.

**Goal Manager**

Nicolle Martin Harris

**Strategic Objective**

Learning and Teaching

**State Board of Education Goal**

21st Century Students

**Resources**

- FACILITIES
- FACULTY
- SMALL CLASSES
- INDIVIDUALIZED ATTENTION
- IEP's
- CURRICULUM ASSISTANCE
- GOAL COMMITTEE
- PLT's
- LITERACY-INSTRUCTINAL COACH SUPPORT
- MEDIA SPECIALIST
- TEACHER LEADER CORP. (DISCOVERY EDUCATION) SUPPORT
- TECHNOLOGY LITERACY AMONG STAFF
- TEACHING STAFF ONLINE PRESENCE
- SCHOOL CLIMATE COMMITTEE
- MTSS TEAM
- SCHOOL CLIMATE WEBSITE
- PARENT WEBSITE
- BUSINESS ALLIANCE
- CAREER TECHNICAL EDUCATION
- TITLE I
- SAFE & ORDERLY SCHOOLS PLAN
- EVAAS
- PLTs
- SAFE & ORDERLY SCHOOLS PLAN
- QUIKR (AMO TARGETS)
- DPI FLEXIBILITY IN FINANCIAL TRANSFERS
- DUTY FREE LUNCH AND PLANNING
- ALC / MATH LAB
- WHOLE CHILD CONSULTANT SUPPORT
- ONE-TO-ONE INITIATIVE

**Key Process**

1. Teachers across content areas will implement comprehensive county/school wide learning objectives which encompass collaboration, creativity, critical thinking and communication to increase oral and written retelling.

**Tier**

Tier 1 / Core

**Process Manager**

Dalila Lilly / Stacy Miller

**Measurable Process Check(s)**

1. The Student Achievement Committee will analyze student report card grades for all EOC courses offered in order to assess the effectiveness of school-wide learning objectives. The Student Achievement Committee will conduct these analyses on a quarterly basis in order to determine the next steps for student success.
2. Administration (consisting of Principal and both Assistant Principals) will conduct monthly walkthroughs in order to assess teacher incorporation of the 4 C's and the inclusion of blended learning environments into lessons. Administration and goal team will analyze the data collected quarterly in order to determine the next steps for student success.
3. The SIP Team will review EVAAS data/results, provided by school administration, specifically on EOC courses: Biology, Common Core Math I and English II. At the end of the school year the SIP Team will analyze the data/results and determine the plan's strengths and opportunities and make adjustments where necessary in order to ensure student success.

**Action Step(s)**

1. Student Achievement Goal Manager will set/present the expectations of teachers for the monthly walkthroughs, observing the incorporation of the 4 C's and blended learning environments. In addition, the Goal Manager will present information regarding relevant surveys.

**Timeline** From 8/2016 To 8/2016

2. School Administration will determine the scheduling of Whole Child Consultant Support training/professional development.

**Timeline** From 8/2016 To 8/2016

3. Literacy Coaches and the Student Achievement Goal Team will develop a walkthrough instrument/rubric in order to measure the incorporation of the 4 C's and blended learning environment.

**Timeline** From 8/2016 To 9/2016

4. Literacy Coaches will conduct monthly walkthroughs, collect data, and with Student Achievement Goal Team will analyze the data and determine the alignment of professional development.

**Timeline** From 9/2016 To 6/2018

5. Student Achievement Goal Team at the end of each quarter will analyze student grades, identify academic concerns, and develop a plan of remediation strategies in order to ensure student success.

**Timeline** From 11/2016 To 6/2018

6. Support Staff will hold quarterly celebrations for high achieving students (A/B Honor Roll).

**Timeline** From 11/2016 To 6/2018

**School:** Phillips HS**Plan Year** 2016-2018**LEA:** Wake County (920)

7. Student Achievement Goal Team will develop and conduct a "student rating of instruction" student survey at the end of each semester. The team will analyze results and determine next steps.

**Timeline** From 1/2017 To 6/2018

8. Student Achievement Goal Team will develop and conduct a "self-rating of instruction" teacher survey at the end of each semester. The team will analyze the data in order to align with professional development and next steps.

**Timeline** From 1/2017 To 6/2018

9. Student Achievement Goal Team at the end of each school year will analyze EVAAS data and identify academic concerns in order to develop strategies for student success.

**Timeline** From 6/2017 To 6/2018

<b>School Goal</b>		
By June 2018, we will have a "shared vision" as shown by the TWC, increasing from a previous 64.5% to a minimum of 75%.		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Katona Thomas	Human Capital	21st Century Professionals
<b>Resources</b>		
<ul style="list-style-type: none"> <li>• SCHOOL CLIMATE COMMITTEE</li> <li>• MTSS TEAM</li> <li>• SCHOOL CLIMATE WEBSITE</li> <li>• PARENT WEBSITE</li> <li>• FACILITIES</li> <li>• FACULTY</li> <li>• SMALL CLASSES</li> <li>• INDIVIDUALIZED ATTENTION</li> <li>• ATTENDANCE COMMITTEE</li> <li>• BUSINESS ALLIANCE</li> <li>• CAREER TECHNICAL EDUCATION</li> <li>• TITLE I</li> <li>• DPI FLEXIBILITY IN FINANCIAL TRANSFERS</li> <li>• DUTY FREE LUNCH AND PLANNING</li> <li>• CHARACTER EDUCATION THRU LIFE</li> <li>• ONE-TO-ONE INITIATIVE</li> </ul>		

<b>Key Process</b>
<p><b>1.</b> The CDC will coordinate with the PTSA in contacting parents on a monthly basis in order to increase PTSA membership and parent involvement.</p> <p><b>Tier</b></p> <p>Tier 1 / Core</p> <p><b>Process Manager</b></p> <p>Deborah Bodolus / Scott Renk</p> <p><b>Measurable Process Check(s)</b></p> <p>The CDC will record meeting attendance on a monthly basis and review membership enrollment in order to determine PTSA growth and next steps.</p>

<b>Action Step(s)</b>
<p><b>1.</b> School Climate Goal Manager will present expectations for PTSA membership growth, student attendance initiatives, and the overall School Climate Goal to improve the school's "shared vision."</p> <p><b>Timeline</b> From 8/2016 To 8/2016</p>

2. CDC and Climate Goal Team will determine current PTSA membership in order to ascertain baseline and determine PTSA membership growth goal.

**Timeline** From 9/2016 To 9/2016

3. CDC and Climate Goal Team will establish the PTSA monthly meeting schedule for the year and communicate it to current PTSA members and prospective members/parents & guardians.

**Timeline** From 9/2016 To 9/2018

4. CDC will develop a PTSA attendance tracking tool, give tool viewing access to SIP Team, and on a monthly basis track PTSA attendance.

**Timeline** From 9/2016 To 6/2018

### Key Process

2. Staff and faculty will provide opportunities for students to organize activities and events through LIFE in order to increase attendance, motivation and educational interests.

#### Tier

Tier 1 / Core

#### Process Manager

Roxanne Burt / Kathy Zappia

#### Measurable Process Check(s)

The key process manager will review student attendance on a monthly basis and analyze the data with goal team in order to ascertain the effectiveness of the events/activities. The team will determine appropriate changes accordingly in order to improve student attendance. The SGA will administer a student survey quarterly to measure the effectiveness of student engagement. The survey will measure for student motivation and educational interests. The survey's data will be analyzed and findings will be used to modify activities and events accordingly, in order to ensure student success.

### Action Step(s)

1. School Climate Goal Manager will present expectations for PTSA membership growth, student attendance initiatives, and the overall School Climate Goal to improve the school's "shared vision."

**Timeline** From 8/2016 To 8/2016

2. Key Process Manager will develop a student attendance tracking tool, give tool viewing access to SIP Team, and on a monthly basis track student attendance.

**Timeline** From 8/2016 To 6/2018

- 3.** Key Process Manager will develop a student events/activities tracking tool, give tool viewing access to SIP Team, and on a monthly basis track events/activities.

**Timeline** From 8/2016 To 6/2018

- 4.** SGA and Climate Goal Team will develop and on a quarterly basis conduct a survey to measure the effectiveness of student engagement.

**Timeline** From 10/2016 To 6/2018

**Key Process**

- 3.** The climate committee will host quarterly events in efforts to improve issues of trust and morale.

**Tier**

Tier 1 / Core

**Process Manager**

Michele Baldwin

**Measurable Process Check(s)**

The climate team will administer a quarterly climate survey in order to evaluate effectiveness, and will then analyze this data to determine next steps.

**Action Step(s)**

- 1.** School Climate Goal Manager will present expectations for PTSA membership growth, student attendance initiatives, and the overall School Climate Goal to improve the school's "shared vision."

**Timeline** From 8/2016 To 8/2016

- 2.** Climate Goal Team will develop and on a quarterly basis conduct a climate survey for faculty and staff.

**Timeline** From 9/2016 To 6/2018

<b>Date</b>	May - 2016
<b>Waiver Requested</b>	
NA	
<b>How will this waiver impact school improvement?</b>	
NA	
<b>Please indicate the type of waiver:</b>	State
<b>Please indicate the policy to be waived</b>	NA



**School Improvement Plan**
**Summary Sheet of Professional Development Activities**

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
Kagan Cooperative Learning	School Wide	Student Achievement and School Climate
Instructional Rounds	School Wide	Student Achievement and School Climate
Project/Problem Based Learning (Collaboration, Creativity, Communications & Critical Thinking)	School Wide	Student Achievement and School Climate
Additional training structured from needs assessment. (Survey to be conducted in June 2016 to determine additional training for duration of SIP Cycle).	School Wide	Student Achievement and School Climate

**School Improvement Plan****Summary Sheet of Professional Development Activities**

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2017-2018

**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
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**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	Phillips HS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	<ul style="list-style-type: none"> <li>All students are served with additional academic supports through the Seminar and LIFE courses.</li> <li>Students are identified for tier 2 interventions through classroom teacher's observations and student performance on formative and summative assessments.</li> <li>Incoming students are identified through summative assessment data and using the CORE assessment.</li> <li>The PLAN data is used to identify students as well.</li> </ul>	<ul style="list-style-type: none"> <li>All students are served with additional academic supports through the Seminar and LIFE courses.</li> <li>Students are identified for tier 2 interventions through classroom teacher's observations and student performance on formative and summative assessments.</li> <li>Incoming students are identified through summative assessment data and using the CORE assessment.</li> <li>The PLAN data is used to identify students</li> </ul>	<ul style="list-style-type: none"> <li>Students are identified with negative behaviors through the School Discipline Referral form found on the website.</li> <li>Incoming students have their suspension and discipline history examined upon application.</li> <li>Major disciplinary issues are handled by administrators using the SIRS system.</li> </ul>
<b>Intervention Structure</b>	<ul style="list-style-type: none"> <li>Student Support Team (SST) will meet with parents and student to help determine the next step after regular classroom interventions have been tried.</li> <li>The SST will refer to special programs testing or accommodations through a 504 plan if the team feels further supports are needed.</li> <li>Administrators may assign students who are struggling significantly in their classes to the Alternative Learning Center, where they can receive intense instructional support.</li> </ul>	<ul style="list-style-type: none"> <li>Student Support Team (SST) will meet with parents and student to help determine the next step after regular classroom interventions have been tried.</li> <li>The SST will refer to special programs testing or accommodations through a 504 plan if the team feels further supports are needed.</li> <li>Administrators may assign students who are struggling significantly in their classes to the Alternative Learning Center, where they can receive intense instructional support.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are asked to make appropriate phone contact with parents before writing a referral, except in the cases of major incidents.</li> <li>Once a referral is received by an administrator, it is looked over, and investigated. A decision is then made regarding the appropriate consequences for the misbehavior. The administrator also makes parent contact at this time.</li> <li>Students may be given out of school suspensions of varying lengths, but only as a last resort, as well as being placed in the Alternative Learning Center, depending upon the nature of the incident.</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>Students who receive services through Special programs and demonstrate a greater need for individualized reading instruction can receive support through Successmaker.</li> </ul>	<ul style="list-style-type: none"> <li>Students who receive services through Special programs and demonstrate a greater need for individualized math instruction can receive support through Successmaker.</li> <li>Additional support also provided through the ALC / Math Lab</li> </ul>	<ul style="list-style-type: none"> <li>Students who are sent to ALC can continue to complete their work at school with the support of a licensed teacher. This highly individualized attention is intended to help the student excel academically.</li> <li>Students who are given out of school suspensions may have their work sent home through another student or a parent in order to stay on top of assignments.</li> </ul>

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<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Assessment and Progress Monitoring</b>	<ul style="list-style-type: none"> <li>• Core Reading Assessment</li> <li>• EasyCBM Assessment</li> <li>• PLAN Test</li> <li>• Formative and summative assessments are conducted throughout the school, allowing for constant monitoring of progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Core Reading Assessment</li> <li>• EasyCBM Assessment</li> <li>• PLAN Test</li> <li>• Formative and summative assessments are conducted throughout the school, allowing for constant monitoring of progress.</li> </ul>	<ul style="list-style-type: none"> <li>• SIRS discipline data</li> <li>• School Referral Discipline Data</li> <li>• ALC Referral data</li> </ul>
<b>Curriculum/Resources</b>	<ul style="list-style-type: none"> <li>• Core Assessment</li> <li>• Successmaker</li> <li>• EasyCBM Assessments</li> <li>• Instructional Coaches</li> <li>• Interventions Coordinator</li> <li>• Alternative Learning Center for students who are struggling significantly and need individualized, intense instruction to catch up.</li> </ul>	<ul style="list-style-type: none"> <li>• Core Assessment</li> <li>• Successmaker</li> <li>• EasyCBM Assessments</li> <li>• Instructional Coaches</li> <li>• Interventions Coordinator</li> <li>• Alternative Learning Center for students who are struggling significantly and need individualized, intense instruction to catch up.</li> <li>• Additional support also provided through the ALC / Math Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• School Discipline Referral</li> <li>• Instructional Coaches</li> <li>• Interventions Coordinator</li> <li>• Alternative Learning Center for students who are struggling significantly and need individualized, intense instruction to catch up.</li> </ul>

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