

Sarasota County Schools

Phillippi Shores Elementary School



2018-19 School Improvement Plan

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Phillippi Shores Elementary School

4747 S TAMIAMI TRL, Sarasota, FL 34231

www.sarasotacountyschools.net/phillippi

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 KG-5

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

51%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

33%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement

The family of Phillippi Shores Elementary School strives to grow inward, outward, and upward as we inquire, think, communicate, and take creative risks.

Provide the school's vision statement

Phillippi Shores Elementary School has a universal vision of continually improving the quality of learning opportunities for students. Students develop academically, emotionally, and physically to their highest potential in an environment that is stimulating, caring, and supportive. Constructed on a foundation of trust, respect, and high expectations, our students become knowledgeable, principled, caring, open-minded, and well-balanced. The collaborative effort of parents and staff enables each student to strive for excellence, to build a positive self-image, and to develop a love for learning.

School Leadership Team

Membership

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

Name	Title
Foster, Allison	Principal
Quintana, Tina	Assistant Principal
Barnes, Aimee	Guidance Counselor
Matthews, Ann	Administrative Support
Achille, Lisa	Administrative Support
Cantillo, Mary	Guidance Counselor
Slattery, Tina	Teacher, K-12
Willis, Jennifer	Teacher, K-12
Lund, Amy	Teacher, K-12
Light, Ashley	Teacher, K-12
Aquila, Judy	Teacher, ESE
Pitts, Danielle	Administrative Support
Speaker, Megan	Teacher, K-12
Valach, Kathryn	Teacher, K-12

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 of Phillippi Shores IB World School is led by the principal and assistant principal and includes representation from each grade level and department within the school. The team meets twice a month to discuss academic and procedural topics, implement the SIP plan, and facilitate PBS/Rtl as a related, but distinct process from the CARE (Children at Risk in Education) eligibility determination process. Team members share information with each department for feedback and decision making. Every member of the team has an equal voice and decisions are made through consensus and data driven decision making.

The Principal and Assistant Principal: provide a common vision for the use of data-based decision making; ensure that the school-based team is implementing Rtl; ensure implementation of intervention support and documentation to make sure adequate professional development is offered to support Rtl implementation; communicate with parents regarding school based Rtl plans and activities, and oversee building operational decisions.

General Education Teachers: All provide information about core instruction; participate in student data collection; provide Tier 1 instruction and Tier 2/3 interventions; collaborate with other staff to implement Tier 2 interventions; integrate Tier 1 materials/instruction with Tier 2/3 activities. Teachers area also provided a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).

The Leadership Team at Phillippi Shores Elementary School will do the following to develop and implement our SIP:

- Utilize the Sarasota County School Dashboard to analyze relevant school profile data for the purpose of problem analysis
 - Review and revise Rtl infrastructure already established
 - Analyze data in order to identify trends and groups in need of more intervention
- On a monthly basis, team leaders in collaboration with support staff will oversee the implementation of the SIP plan.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	13	18	4	10	13	13	0	0	0	0	0	0	0	71
One or more suspensions	5	2	2	2	1	7	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	16	11	21	0	0	0	0	0	0	0	48

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	1	1	4	3	10	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	7	5	3	0	0	0	0	0	0	0	0	0	23
Retained Students: Previous Year(s)	3	10	6	6	0	0	0	0	0	0	0	0	0	25

Date this data was collected

Monday 10/8/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	20	13	14	14	15	15	0	0	0	0	0	0	0	91
One or more suspensions	14	9	5	8	14	7	0	0	0	0	0	0	0	57
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	16	15	15	0	0	0	0	0	0	0	46

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	2	4	7	5	0	0	0	0	0	0	0	20

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	20	13	14	14	15	15	0	0	0	0	0	0	0	91
One or more suspensions	14	9	5	8	14	7	0	0	0	0	0	0	0	57
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	16	15	15	0	0	0	0	0	0	0	46

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	1	2	4	7	5	0	0	0	0	0	0	0	20

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Lowest 25th Percentile and Math Lowest 25th Percentile performed the lowest during the 2017-18 school year. This has been a trend over the last two years in both areas. ELA decreased sixteen points and Math decreased by five points from the previous year's data.

Which data component showed the greatest decline from prior year?

The greatest decline from the previous year's data was seen in ELA Lowest 25th Percentile. There was a decrease of sixteen points from the previous year.

Which data component had the biggest gap when compared to the state average?

Phillippi Shores exceeds the state average in all areas with the exception of ELA Lowest 25th Percentile. The students exceeded the state average in overall ELA (eighteen points), Math (twenty-one points), and Science (seventeen points) achievement. ELA Lowest 25th Percentile, as of the 2017-18 school year was twelve points lower than the state score.

Which data component showed the most improvement? Is this a trend?

The area of improvement that continues improve is math achievement. Over the last three years of data, overall math achievement has increased to 83%.

Describe the actions or changes that led to the improvement in this area

Math instruction has continued to improve in grades 3-5 based on the school's departmentalized model. Students also benefit from iReady Math, IXL Math, spiral instruction, IXL incentives, morning computer lab, and Falcon Academy after school support.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	74%	66%	56%	78%	68%	55%
ELA Learning Gains	64%	57%	55%	71%	63%	57%
ELA Lowest 25th Percentile	36%	46%	48%	52%	54%	52%
Math Achievement	83%	72%	62%	82%	72%	61%
Math Learning Gains	74%	63%	59%	79%	68%	61%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Lowest 25th Percentile	58%	51%	47%	63%	57%	51%
Science Achievement	72%	66%	55%	80%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13 (20)	18 (13)	4 (14)	10 (14)	13 (15)	13 (15)	71 (91)
One or more suspensions	5 (14)	2 (9)	2 (5)	2 (8)	1 (14)	7 (7)	19 (57)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (16)	11 (15)	21 (15)	48 (46)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	74%	68%	6%	57%	17%
	2017	75%	71%	4%	58%	17%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	76%	67%	9%	56%	20%
	2017	77%	69%	8%	56%	21%
Same Grade Comparison		-1%				
Cohort Comparison		1%				
05	2018	68%	66%	2%	55%	13%
	2017	80%	66%	14%	53%	27%
Same Grade Comparison		-12%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	76%	72%	4%	62%	14%
	2017	81%	71%	10%	62%	19%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	86%	71%	15%	62%	24%
	2017	78%	73%	5%	64%	14%
Same Grade Comparison		8%				
Cohort Comparison		5%				
05	2018	86%	72%	14%	61%	25%
	2017	85%	70%	15%	57%	28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison		8%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	84	70	41	90	78	71	87				
BLK	29	35	25	39	44	44	14				
HSP	64	53	38	79	67	50	61				
MUL	80	83		90	92						
SWD	42	48	38	51	56	52	16				
FRL	64	52	35	75	67	47	61				
ELL	48	56		56	44						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	87	77	61	89	83	75	82				
BLK	24	39	31	18	36	41					
HSP	72	74	58	85	77	54	84				
MUL	82	61		89	100		92				
SWD	38	51	46	50	56	54	41				
FRL	65	63	52	72	70	59	66				
ELL	61	71		71	60						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Lowest Quartile students will make significant learning gains in FSA Mathematics.

Rationale Based on the decrease in Mathematics proficiency of the Lowest Quartile students according to the 2017-18 FSA Mathematics results, it is evident that targeted instruction and support is needed.

Intended Outcome By the end of the 2018-19 school year, 64% of the Lowest Quartile students will be successful in making learning gains on the FSA Mathematics Spring assessment.

Point Person Allison Foster (allison.foster@sarasotacountyschools.net)

Action Step

Description Departmentalized mathematics model in grades 3-5
 iReady and IXL Math
 Spiral instruction and assessments in grades 3-5
 IXL incentives to motivate students
 Mentoring program for Lowest Quartile students in grades 4th and 5th
 Morning computer lab for additional support and practice
 Administrative meetings focused on the Lowest Quartile students
 Falcon Academy for extended support and FSA practice

Person Responsible Allison Foster (allison.foster@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Weekly monitoring of iReady data by data coach, CPT meeting minutes, administration meetings to review data, and data chats twice a year with individual teachers will be used to monitor effectiveness. Additionally, administration will conduct frequent classroom observations with specific targeted feedback. Teachers will use iReady data to specifically target small group and individual instruction. Administrative team will mentor students in the bottom quartile and target interventions to support specific student groups (i.e. 504, ESE, ESOL).

Person Responsible Allison Foster (allison.foster@sarasotacountyschools.net)

Activity #2	
Title	Fifth Grade students will increase science proficiency on NGSSS Science Assessment.
Rationale	Data from the 2017-18 NGSSS Science Assessment showed a decrease in science proficiency for fifth grade students by eight percentage points.
Intended Outcome	By the end of the 2018-19 school year, 74% of fifth grade students will demonstrate proficiency on the NGSSS Science Assessment.
Point Person	Allison Foster (allison.foster@sarasotacountyschools.net)
Action Step	
Description	STEM on the specials wheel with an emphasis on science Departmentalized model for 5th grade IB Science Units USA Test Prep Utilize District K-5 Vertical Alignment Resource Provide K-5th IB units aligned to big ideas in district vertical science plan Offer hands-on resources and additional instruction for students in targeted student groups (SWD, Black, etc.)
Person Responsible	Allison Foster (allison.foster@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Teachers will collaborate in weekly CPT meetings, meet regularly with STEM teacher, and participate in data chats with administration.
Person Responsible	Allison Foster (allison.foster@sarasotacountyschools.net)

Activity #3	
Title	Improve Best Practices for Inclusive Education (BPIE)
Rationale	Best Practices for Inclusive Education (BPIE) are revised and implemented every three years. Phillippi Shores Elementary School is reviewing and revising their current plan for the 2018-19 school year.
Intended Outcome	By the end of the 2018-19 school year, ESE students will increase proficiency in FSA ELA, Math, and Science by at least two percent.
Point Person	Allison Foster (allison.foster@sarasotacountyschools.net)
Action Step	
Description	ESE department and Administration will meet in October 2018 to develop the BPIE plan ESE will meet regularly with grade levels to support implementation IEP and related documents will be updated as needed with students/parents/guardians
Person Responsible	Danielle Pitts (danielle.pitts@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	ESE Liaison and Administration will meet with grade levels monthly to address implementation and any areas of improvement. The ESE Liaison will monitor all ESE documents to adhere to district and state policies.
Person Responsible	Danielle Pitts (danielle.pitts@sarasotacountyschools.net)

Activity #4	
Title	Address students who have moderate to chronic absenteeism.
Rationale	According to the school district dashboard, the percentage of students absent for the 2017-18 school year was 3.14%.
Intended Outcome	With a focus on attendance incentives and the Strive for Less Than 5 District Attendance initiative, the students of Phillippi Shores Elementary School will maintain or reduce the percentage of chronic absenteeism for the 2018-19 school year.
Point Person	Tina Quintana (tina.quintana@sarasotacountyschools.net)
Action Step	
Description	<p>School wide attendance incentives for perfect attendance - awarded monthly.</p> <p>School wide attendance incentives for no tardies - awarded quarterly</p> <p>School wide attendance incentives for class perfect attendance - awarded as earned</p> <p>District Attendance Poster Contest</p> <p>Frequent positive attendance reminders and updates on PSNN (School News)</p> <p>Daily recognition in the office of the total number of students present</p> <p>District attendance letters sent home bi-monthly to students with more than 5 absences</p> <p>Parent phone calls, agenda notes, and letters for students who are absent frequently</p> <p>Work with Attendance Officer, Counselors, and SWST/CARE for students who are chronically absent</p>
Person Responsible	Tina Quintana (tina.quintana@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Administration will monitor school-wide attendance incentives, absent reports, send appropriate letters, and refer to the school's Attendance Officer, Counselors, and SWST/CARE. Teachers will notify administration of any students with attendance concerns that may have not already been identified. Teachers will meet weekly in CPT meetings to discuss student attendance concerns.
Person Responsible	Tina Quintana (tina.quintana@sarasotacountyschools.net)

Activity #5	
Title	Address students who receive referrals that lead to a suspension.
Rationale	According to the school data report, the percentage of students with suspensions for the 2017-18 school year was less than 3%.
Intended Outcome	By the end of the 2018-19 school year, Phillippi Shores Elementary School will maintain or reduce the percent of students with referrals that lead to a suspension.
Point Person	Tina Quintana (tina.quintana@sarasotacountyschools.net)
Action Step	
Description	<p>Fully implements school-wide PBIS plan</p> <p>Student incentives for behavior/work habits - Falcon Nest Store, Recognition, Student of the Month</p> <p>Daily behavior plans for students as needed</p> <p>Counselor led lessons in all grade levels</p> <p>Monthly PBIS meetings</p> <p>Bus incentives and specifically targeted incentives for crosstown buses</p> <p>Bus aide for crosstown buses as available</p> <p>Cafeteria Incentives</p> <p>Develop plans for implementation of CHAMPS</p> <p>SWST/CARE to determine students in need of FBA/BIP</p> <p>Work with District ESE Department for students with severe needs to obtain strategies and support</p> <p>Reflection Room in lieu of In School Suspension</p> <p>Counselor referrals</p> <p>Referrals to School Mental Health Therapist</p> <p>Student-Parent-Teacher-Administration Conferences</p>
Person Responsible	Tina Quintana (tina.quintana@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Administration will meet monthly with the PBIS committee, which represents all grade levels and departments to discuss, revise, and implement school wide behavior expectations to be shared with the staff. Administration team and ESE will work closely to determine strategies, meet with families, and district support for students with severe behavior challenges. Teachers and administration will reach out to families immediately when behavior is a concern.
Person Responsible	Tina Quintana (tina.quintana@sarasotacountyschools.net)

Activity #6	
Title	Increase student achievement in FSA ELA.
Rationale	Based on the results of the 2017-18 FSA, data showed that students in grades 3-5 decreased ELA achievement by 4% from the previous year.
Intended Outcome	By the end of the 2018-19 school year, at least 79% of students in grades 3-5 will demonstrate proficiency as measured by FSA ELA.
Point Person	Allison Foster (allison.foster@sarasotacountyschools.net)

Action Step

Description	<p>ELA Teachers will participate in district level ELA full day professional development throughout the year. Reading Recovery Teacher will host weekly professional development based on the book study, "Catching Readers Before They Fall." Departmentalized Reading Model in grades 3-5 iReady and IXL Reading Accelerated Reading school-wide with incentives Mentoring program for grade 4th and 5th Lowest Quartile Students Increase of materials for all reading levels in the Media Center Morning Computer Lab for additional practice and support Running Records and Reading Recovery Professional Development - Grades K-2 Administrative Meetings focused on Lowest Quartile Students Falcon Academy for extended support and FSA practice</p>
Person Responsible	Allison Foster (allison.foster@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	<p>Weekly monitoring of iReady data by data coach, CPT meeting minutes, administration meetings to review data, and data chats twice a year with individual teachers will be used to monitor effectiveness. Additionally, administration will conduct frequent classroom observations with specific targeted feedback. Teachers will use iReady data to specifically target small group and individual instruction.</p>
Person Responsible	Allison Foster (allison.foster@sarasotacountyschools.net)

Activity #7	
Title	Continue to increase student achievement in FSA Mathematics
Rationale	Based on the results of the 2017-18 FSA, data showed that students in grades 3-5 increased mathematics achievement by 1% from the previous year.
Intended Outcome	By the end of the 2018-19 school year, at least 84% of students in grades 3-5 will demonstrate proficiency as measured by FSA Mathematics.
Point Person	Allison Foster (allison.foster@sarasotacountyschools.net)

Action Step

Description	Departmentalized Mathematics model in grades 3-5 iReady and IXL Math Spiral instruction and assessments in grades 3-5 IXL incentives to motivate students Mentoring program for Lowest Quartile students in grades 4th and 5th Morning Computer Lab for additional support and practice Administrative meetings focused on the Lowest Quartile students Falcon Academy for extended support and FSA practice
Person Responsible	Allison Foster (allison.foster@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	Weekly monitoring of iReady data by data coach, CPT meeting minutes, administration meetings to review data, and data chats twice a year with individual teachers will be used to monitor effectiveness. Additionally, administration will conduct frequent classroom observations with specific targeted feedback. Teachers will use iReady data to specifically target small group and individual instruction.
Person Responsible	Allison Foster (allison.foster@sarasotacountyschools.net)

Activity #8

Title Lowest Quartile students will make significant learning gains in FSA ELA.
Rationale Based on the decrease in ELA proficiency of the Lowest Quartile students according to the 2017-18 FSA ELA results, it is evident that targeted instruction and support is needed.
Intended Outcome By the end of the 2018-19 school year, 61% of the Lowest Quartile students will be successful in making learning gains on the FSA ELA Spring assessment.
Point Person Allison Foster (allison.foster@sarasotacountyschools.net)

Action Step

Description ELA teachers will participate in district level ELA full-day professional development throughout the year.
 Reading Recovery teacher will host weekly professional development based on the book study, Catching Readers Before They Fall.
 Departmentalized reading model for 3rd - 5th
 iReady and IXL Reading
 Accelerated Reader school-wide with incentives
 Mentoring program for 4th and 5th Lowest Quartile students
 Increase of materials for all reading levels in the media center
 Morning computer lab for additional practice and support
 Running Records and Reading Recovery Professional Development - Grades K - 2nd
 Administrative meetings focused on the Lowest Quartile students
 Falcon Academy for extended support and FSA practice
Person Responsible Allison Foster (allison.foster@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Weekly monitoring of iReady data by data coach, CPT meeting minutes, administration meetings to review data, and data chats twice a year with individual teachers will be used to monitor effectiveness. Additionally, administration will conduct frequent classroom observations with specific targeted feedback. Teachers will use iReady data to specifically target small and individual instruction. Administrative team will mentor students in the bottom quartile and target interventions to support specific student groups (i.e. 504, ESE, ESOL).
Person Responsible Allison Foster (allison.foster@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Parent participation is highly encouraged at Phillippi Shores. Informational events are held for parents throughout the year so information can be communicated to them directly. Frequent school emails are also sent to inform parents of upcoming events and how they can be involved. Our parents and PTA provide support of recognition programs, attend parent training, attend planned parent conferences (especially for targeted students), and participate in special family nights.

Parents have access to an online parent portal at all times to view student grades and attendance.

PFEP Link

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

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 at Phillippi Shores receive classroom guidance services on an "as needed basis" from our guidance counselors. Students may also receive small group or individual counseling services, as deemed appropriate. The counselors work to facilitate good relationships between parents and school personnel. On occasion, this may include a letter home or conference to inform parents of their child's progress or a flyer being sent home to encourage parental participation in a school activity.

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

The school provides a Kindergarten Round Up each year to assist incoming Kindergartners and their parents in the transition. Additionally, preschools are encouraged to bring their incoming Kindergartners to Phillippi for a tour where students eat in the cafeteria, participate in reading centers, specials, listen to a story in the media center, and play on the playground. During the tours the school provides enrollment information and answers school related questions. The school also offers a "Boot Camp" for incoming parents and students to learn the policies and procedures at Phillippi prior to the start of the school year.

Fifth graders are also provided with tours of the local middle schools in an effort to transition well from 5th to 6th grade.

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

Analysis of student performance data including reading, mathematics, behavior, attendance, etc. is completed by the Leadership Team in collaboration with grade level

teams. Effectiveness of core instruction is measured by data sources such as FAIR and recorded on the progress monitoring sheets. Resources to support MTSS structures are allocated based on student needs and performance on the grade-level assessment instruments. Funding and staffing are defined by when students require more intensive instruction and reviewed by the School-Wide Support Team (SWST). Teachers are supported in designing and evaluating Tier 1-3 interventions by both team leaders, case managers, and Rtl Leadership Team members. The system developed for supporting Tier 1-3 interventions is monitored by the Assistant Principal through observations and collaborative discussions with teams and individual teachers.

The administrative team meets weekly and the leadership team meets twice a month to discuss resources and professional development needs and to conduct problem-solving activities to determine how to apply resources for the highest impact. The ideas are then presented to the District, SAC, and/or PTA to have funds allocated to provide necessary professional development training.

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

The guidance counselors work with the teachers to expose students to different career opportunities through features on PSNN (morning news program), field trip opportunities, and connections with the IB units.

Part V: Budget

Total:	\$14,500.00
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