

Polk County Public Schools

Philip O'Brien Elementary School



2016-17 Schoolwide Improvement Plan

Philip O'Brien Elementary School

1225 LIME ST E, Lakeland, FL 33801

schools.polk-fl.net/philipobrien

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	C*	D	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Philip O'Brien Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to provide a high quality education for all students.

b. Provide the school's vision statement.

We will provide a high-quality learning experience to a diverse community of learners that will enable all students to master skills necessary for success at the next level of their academic and personal endeavors.

2. School Environment

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

Relationships are built between teachers and students prior to the school year beginning through our "Orientation Day" and an "Open House" night. These two family involvement events give students and parents an opportunity to meet their new teacher and explore their assigned classrooms. The first few weeks of school is spent learning about student cultures and building relationships initially through each curriculum area in the school day. These learning opportunities include, but aren't limited to, parent and/or student interviews, team building exercises, and/ or student surveys. In the first quarter of the school year, Philip O'Brien holds several curriculum nights where parents and children can attend an evening of learning about expectations for the current school year by grade level. Teachers and students also naturally build relationships in our positive behavioral environment, and also through small group instruction. We celebrate our diversity by recognizing the value and uniqueness of every stakeholder in our school and community.

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

Our school uses a common language for our 3school rules: Be respectful; Be Responsible, and be Ready to Learn. With every teacher and staff member using this language in a positive way, students are reminded of the school rules. At Philip O'Brien, we desire that every student feel safe throughout the school day. We teach and modeling pro-social skills to assist students with making good choices at school and within their communities. We provide continuous, and consistent reinforcement aligned with the District's Code of Conduct and the Positive Behavior Support system.

c. 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.

Our school is implementing CHAMPS, which is a proactive and positive approach to classroom management. This approach includes organizing, managing, observing, motivating, and establishing clear expectations for the learning environment. In connect with CHAMPS, our school has been trained and uses Positive Behavior Intervention Support program (PBIS) to decrease discipline incidents and issues. We have posted clear positive expectations for all areas of our school including a school shirt which reinforces these positive expectations. The District Code of Conduct is utilized as a guide to ensuring firm, fair and consistent consequences.

d. 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.

We recognize that when students' basic needs are not met they experience difficulty focusing and performing in the school setting. To ensure the social-emotional needs of all students are met, Philip O'Brien Elementary School implements the following programs:

1. An open door policy to the School counselor's office. Referrals to the Counselor's office can be made by the student, the parent(s), teacher(s), or any other school official or community based agency.
2. Big Brothers/Big Sisters organization provides mentors to the identified students of P O'B Elem. The BB or BS visits with their student once weekly to encourage, motivate, and support.
3. Bullying lessons are provided at the start of the school year, with a reporting procedure in place to ensure student safety and security.
4. For students that may not have access to meals during the weekend, our school is sponsored by Kidpacks Organization to provide meals to students identified by the Hearth program, school based administrators, and teachers.
5. Donations of school supplies, uniforms, toiletries, various vouchers are provided to students in need.

3. Early Warning Systems

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

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

When students at Philip O'Brien display these early warning indicators; ten or more absences, one or more suspensions, low achievement in core subject areas, and below level achievement on standardized statewide assessments, a set of strategies are put in place to assist the student with academic achievement.

Early Warning System:

- * Multi Tiered System of Supports used for our targeted students of need.
- * Problem solving team meetings including observations and development of behavior plans
- * Social Worker who counsels, makes home visits and conducts attendance meeting with guidance and attendance manager

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

1. 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	14	17	7	17	14	9	0	0	0	0	0	0	0	78
One or more suspensions	5	12	5	13	0	7	0	0	0	0	0	0	0	42
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	46	51	69	0	0	0	0	0	0	0	166

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	0	0	1	0	0	1	0	0	0	0	0	0	0	2

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

Teachers have access to the Early Warning reports via Interactive Data Evaluation Assessment System (IDEAS) each week. The data for this report assist teachers with teacher/parent conferences and the development of effective interventions for their students.

The attendance manager says aware of excessive tardies and absences and will refer students to the guidance counselor and social worker. The guidance counselor and or social work conducts group attendance meeting and or face to face meetings to provide extra support. This support will include but not limited to; parent contact, attendance contracts, and or Tier 2 intervention plans.

Repetitive discipline problems are referred to the problem solving team in order to assist the teacher in the development of a behavior plan. When a student needs more individual support, the student is placed on a daily/bi-weekly check/in and check/out system of mentoring. This system consist of the guidance counselor and or administrator checking on the student in the morning and afternoon in a effort to help the student become acclimated to the learning environment.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/317258>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

The staff at Philip O'Brien Elementary understands the importance of forming positive relationships with our parents so that students are successful. We engage families in regular, two-way, and meaningful communication through agendas, ConnectEd messages, and monthly newsletters. Conference meetings are held at flexible dates and times in order to accommodate parents' work schedules. The Annual Title I meeting, workshops, and Family Academic nights provide information, resources, and activities to assist parents in the education process involving their children.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
CRAWFORD, MERRI	Principal
Ouhri, Carolyn	Instructional Coach
Dempsey, Barbara	Teacher, K-12
McGahee, Kathy	Other
Warren, Hope	Teacher, K-12
Harrison, Christine	Instructional Coach
Hansen, Tesi	Teacher, K-12
Flowers, Tracy	Assistant Principal
Lisenby, Jimmy	Teacher, K-12
Hill, Mildred	School Counselor
Labonte, Kimberly	Teacher, PreK
Taylor, April	Teacher, K-12
Sanders, Krystal	Teacher, K-12
Brigman, Suzanne	Teacher, K-12

b. Duties

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

The MTSS Leadership Team will focus on how to improve school/teacher effectiveness and student achievement using the MTSS Model. The MTSS Leadership Team is a cross section of the entire school, sharing of information at all levels concerning RtI which supports all RtI efforts.

2. 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.

Creating a block schedule that supports weekly collaborative planning and professional development. Total administrative support with Guidance assistance for effective MTSS implementation is the goal.

Title I, Part A, funds school-wide services to Philip O'Brien Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C-Migrant students enrolled in Philip O'Brien Elementary School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students

and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provide Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II- N/A

Title III- Provide supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)- N/A

Violence Prevention Programs- Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school has been a location for a summer feeding program for the community and our school is participating in a pilot program to provide all students with a free breakfast and lunch.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Adult Education (Secondary)- N/A

Career and Technical Education (Secondary)- N/A

Job Training (Secondary)- N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Merri Crawford	Principal
Georgia Peick	Business/Community
Kathy McGAhee	Teacher
Alcira McConnell	Education Support Employee
George Vidal	Parent
April Brown	Parent
Tracey Flowers	Education Support Employee
Officer Dennis	Business/Community
Jonathon Gerber	Parent
Rebecca Knowles	Parent
Geronnimo Aquino	Parent
Brittaney Smith	Parent
Frank O'Reilly	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC will be advised of the SIP during monthly SAC meetings. The SAC members will have input in the ongoing development of the SIP at Philip O'Brien Elementary School. A review will be presented to the SAC with copies of the SIP given to each member of SAC. At the next meeting SAC members ask questions and discuss the SIP.

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and identify deficiencies that need to be targeted by instructional staff and identify barriers and associated strategies to overcome barriers to meet school improvement goals. Once completed with faculty involvement, the SAC Chair and Administration will inform SAC members on the initial school improvement plan for approval. Faculty will also meet to approve the initial version of the school improvement plan. Once the initial version of the school improvement plan is created, the plan is revisited throughout the school year as data is presented and activities are met with fidelity. e ongoing development of the SIP at Philip O'Brien Elementary School.

c. Preparation of the school's annual budget and plan

N/A

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

N/A

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
CRAWFORD, MERRI	Principal
Ouhri, Carolyn	Instructional Coach
Dempsey, Barbara	Teacher, K-12
McGahee, Kathy	Other
Warren, Hope	Teacher, K-12
Shields, Janet	Instructional Media
Harrison, Christine	Teacher, K-12
Hansen, Tesi	Teacher, K-12
Flowers, Tracy	Assistant Principal
Hill, Mildred	School Counselor
Labonte, Kimberly	Teacher, PreK
Brigman, Suzanne	Teacher, K-12
Lisenby, Jimmy	Teacher, K-12
Taylor, April	Teacher, K-12
Adams, Victoria	Teacher, K-12
Sanders, Krystal	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT team provides leadership for the implementation of the goals, strategies, and actions steps related to all academic areas. The LLT is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus. The LLT members monitors data, identifies school-wide focused instructional strengths and weaknesses, and creates a plan to support identified instructional needs. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders.

D. Public and Collaborative Teaching

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

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

Teachers are engaged in weekly grade level collaborative planning sessions, monthly professional development training, and weekly Leadership Team meetings that are related to curriculum planning, data analysis, educational research, and professional practices.

- * Faculty Meeting- Wednesday 3:15pm
- * Leadership Meeting- Wednesday 3:30pm
- * Collaborative Grade Level Planning (Reading/Math) on Thursdays during Specials block time
- * Professional Development- Scheduled throughout the year (September-April)

Administration, Reading Coach, and Math Coach are responsible for facilitating these activities.

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

Philip O'Brien Elementary is a Professional Development school for Florida Southern College. Every Tuesday, Florida Southern (Level II) Education majors spend their day working collaboratively with a clinical supervised trained classroom teachers. In addition, Intern students from Southeastern University and University of South Florida are placed at Philip O'Brien Elementary. Intern students have the opportunity to participate in weekly grade level collaborative planning meetings and monthly professional development trainings. These opportunities exposes the intern student to curriculum planning, data analysis, educational research, and professional practices.

To develop and retain highly qualified teachers, Philip O'Brien Weekly grade level collaborative planning sessions, weekly professional development trainings and weekly Leadership Team meetings are held related to planning, data analysis, educational research and professional practices.

Administration is responsible for these activities.

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

Category I teachers are mentored by the reading coach.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Philip O'Brien is in compliance with State/District mandates and implements instructional programs that are aligned with the Florida State Standards. The instructional programs are approved by both State/District personnel. The core instructional program for literacy centers around the Reading Wonders researched based literacy program. "GoMath" is the researched based core instructional program for Mathematics implemented at Philip O'Brien.

b. Instructional Strategies

1. 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.

Philip O'Brien uses data from the FSA, FAIR-FS, IBTP, and ongoing formative assessments to direct instruction. This data is also used to differentiate instruction to meet the diverse needs of all students. Instruction for these students may be but not limited to, modified curriculum, small group instruction,

one on one instruction, and modified reading levels. The differentiated instruction may include tiered instruction, interest centers, hands-on manipulatives, and extended time to complete tasks. An example of tiered instruction for math on a formative assessment student demonstrates non-proficiency on and assessed math concept. with the concept being assessed, he will become part of small group that the instructor will work with using an alternate strategy, perhaps hands-on tools or another method. The students that have demonstrated proficiency will continue the math tasks.

2. 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: After School Program

Minutes added to school year: 5,000

Purpose:

Provide small group instruction to students needing additional instruction to master the Florida Standards (K-5). There will be a total of six teachers providing extended learning instruction, every Tuesday/Thursday from 3:15-4:15 (including 15 minutes per session for planning).

Strategy Rationale

Data indicates that there are students working at and below proficiency level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

CRAWFORD, MERRI, merri.crawford@polk-fl.net

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

We will use multiple data sources to determine the effectiveness of the strategies implemented.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Philip O'Brien Elementary participates in Polk County's Kindergarten Round-Up and provides the opportunity for preschool children to visit the campus as they begin the transition from preschool to "big" school. Philip O'Brien Elementary provides written documentation for preschool parents regarding developmental readiness and age appropriate skills. The administrative staff, in collaboration with the Kindergarten department, coordinates the preschool visits and meet for campus tours and individual and /or small group orientation-to-school sessions. Incoming kindergarten students are assessed within the first 30 days of school using the Florida School readiness Screener (FLKRS). FAIR information is used to determine students' acquisition of specific skills/knowledge, and make instructional accommodations/modifications. Philip O'Brien Elementary will continue to use Child Find to identify and assist preschoolers with limited school readiness rates. We anticipate the overall readiness of our kindergarten students to steadily rise as resources are available from the district and community.

b. College and Career Readiness

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

N/A

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

N/A

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

NA

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will improve core instruction by meaningfully engaging all students in rigorous task aligned with the full intent of the Florida State Standards in all content areas.

Strategic Goals Detail

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

G1. All teachers will improve core instruction by meaningfully engaging all students in rigorous task aligned with the full intent of the Florida State Standards in all content areas. 1a

G087077

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FCAT 2.0 Science Proficiency	54.0
FSA Mathematics Achievement	54.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigorous Tiered instruction
- Lack of meaningful engagement and an increase of students entering without prerequisite skills for grade level.
- Lack of Inquiry Based Instruction
- Buy-In for Mission and Vision
- Student attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Vertical Team Planning
- Collaborative Planning
- Electronic Resources (Ticket To Read), CPalms, Renaissance Place-Accelerated Reader, Brain Pop, Raz KIds, Star Fall, ReflexMath, ThinkCentral, CCC-Steaming Media), Front Row Math, Achieve 3000, Smarty Ants
- Print Resources (Reading Wonders, GoMath! Florida Standards, Newspapers in Education, Scholastic Weekly Readers)
- Content Area Interventionists (Math, Reading Literacy)
- Resources for Title 1 Academic Nights Activities and Title 1 Parent Workshops
- Hands-On resources for direct student engagement

Plan to Monitor Progress Toward G1. 8

Progress monitoring assessment tools: FAIR-FS, IBTP and District-Timed Writing

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Progress monitoring will be reviewed and if increases are not evident, goals will be re-evaluated and refined.

Plan to Monitor Progress Toward G1. 8

Continuous monitoring of the Block schedule is in effect for the proper amount of time for reading and math and a smooth flow of the day so as to maximize instructional time in the classroom

Person Responsible

MERRI CRAWFORD

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The block schedule will be monitored for accuracy in order to insure instructional time and collaborative planning time is effective

Plan to Monitor Progress Toward G1. 8

Collaborative Planning sessions will be monitored to ensure that all grade levels use their time wisely in unpacking the Florida Standards and that meaningful, rigorous and effective strategies are being implemented with fidelity.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Observations during collaborative planning sessions, meeting notes, observations, Journey and progress monitoring data will be used to determine the effectiveness of meeting the goal.

Plan to Monitor Progress Toward G1. 8

Inquiry based instruction and use of 5 E's model of instruction in Math and Science will be a focus during collaborative planning sessions and will be observed in classrooms.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Observations, Journey, collaborative planning notes and Lesson Plans.

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

 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will improve core instruction by meaningfully engaging all students in rigorous task aligned with the full intent of the Florida State Standards in all content areas. 1

G087077

G1.B1 Lack of rigorous Tiered instruction 2

B231483

G1.B1.S1 Teachers will provide rigorous Tiered instruction focusing on Florida State Standards which will be evident during walk throughs, observations and lesson plans. 4

S244229

Strategy Rationale

By monitoring what we expect and giving feedback, compliance will increase

Action Step 1 5

The administration will use focused walk throughs targeting rigorous Standards-based Tiered Instruction.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observations, collaborative planning sessions and Journey walk-through Tiered engagement data

Action Step 2 5

The administration will provide professional development on cognitive complexity to enhance teacher understanding of the Florida Standards and their cognitive complexity levels.

Person Responsible

MERRI CRAWFORD

Schedule

On 8/15/2016

Evidence of Completion

Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level of cognitive complexity. The data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.

Action Step 3 5

The administration will use Dana Center Training on Florida Standards to enhance teacher understanding thereof. We will use the alignment tool to assist teachers in their collaborative planning sessions to target what is to be taught at that standard for their grade level.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The administration observation/facilitation of collaborative planning sessions, examination of teacher lesson plans and using the Dana Center's classroom walk through for continuous improvement for data collection to make necessary changes based on trends that emerge from that data.

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

The administration will target cognitive complexity/rigor with focused walk throughs by looking for projects and activities aligned with cognitive complexity levels.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walk throughs, informal and informal observations will be recorded in Journey including corrective feed back along side with the Dana Center classroom walkthrough for continuous improvement record sheets.

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

The administration will target Florida Standards alignment with focused walk throughs by looking for focus on curriculum, learners, instruction and learning environment aligned with cognitive complexity levels.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 12/1/2015 to 12/1/2015

Evidence of Completion

Results of Dana Center Classroom walk through for Continuous Improvement

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

We will be using focused walk throughs targeting the use of the Florida Standards and the use of cognitive complexity/rigor using Journey and Dana Center classroom walkthrough for continuous improvement.

Person Responsible

MERRI CRAWFORD


Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evidence of the effectiveness will be reflected in Journey during walk throughs, informal and formal observations including corrective feedback where needed and compiled data from Dana Center classroom walk throughs for continuous improvement .

G1.B1.S2 Weekly collaborative planning will be used to determine effective strategies for rigorous Tiered instruction of the Florida Standards. 4

 S244230

Strategy Rationale

This will ensure that all students receive the quality Tiered instruction for mastering the Florida Standards.

Action Step 1 5

The Administration and Instructional Coaches will facilitate collaborative planning sessions to ensure pre-planning is occurring.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Meeting notes/agendas will be reviewed and kept as a record of meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Administration and Coaches will be in the collaborative planning sessions to facilitate planned and focused meetings.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

There will be scheduled facilitation as noted in meeting notes and lesson plans reflecting meaningful, rigorous and engaging lessons.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

As the collaborative meetings continue and increase in effectiveness, the administration and coaches will be able to gradually release the facilitation back to the grade level.

Person Responsible

MERRI CRAWFORD


Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Meetings will be effective without co-facilitation by the administration and coaches and evidences through meeting notes and lesson plans.

G1.B2 Lack of meaningful engagement and an increase of students entering without prerequisite skills for grade level. **2**

 B231484

G1.B2.S1 To increase student engagement by continual implementation of the gradual release model of ELA instruction. **4**

 S244231

Strategy Rationale

By increasing student engagement using the Florida Standards, student data will improve.

Action Step 1 **5**

The administration will provide professional development on the gradual release model of instruction.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Journey observations will target with the use of focused observations, the continual implementation of the gradual release model and the 5 E's model for increasing meaningful student engagement.

Action Step 2 **5**

The administration will use Journey observations for continuous improvement to ascertain levels of engagement.

Person Responsible

MERRI CRAWFORD

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom walk through for continuous improvement record sheets with trend data

Action Step 3 5

The administration will target meaningful engagement by using focused walk throughs.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Journey observations will target with the use of focused observations, the continual implementation of gradual release and the 5 E's model for increasing meaningful student engagement.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The administration will monitor the use of gradual release and 5 E's for student engagement through focused observations.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2015 to 8/25/2015

Evidence of Completion

Observations using Journey and observation using Dana Center's Classroom Walkthrough for Continuous Improvement

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

We will monitor using observations and Journey with corrective feedback and support/coaching through individual feedback, collaborative planning meetings and leadership team meetings.

Person Responsible

MERRI CRAWFORD

Schedule

Quarterly, from 8/25/2015 to 8/25/2015

Evidence of Completion

We will use the data from our progress monitoring pieces for increases in students achievement.

G1.B2.S2 Daily monitoring of meaningful engagement and providing necessary feedback and coaching as appropriate. 4

S244232

Strategy Rationale

Providing necessary feedback and coaching where needed will increase meaningful engagement as student achievement data will increase.

Action Step 1 5

The Administration will do daily walkthroughs as scheduled focusing on meaningful, rigorous engagement and providing necessary feedback.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Daily walkthroughs and Journey observations

Action Step 2 5

The Coaches will do walkthroughs and assist teachers with coaching upon request.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/15/2016 to 6/2/2017


Evidence of Completion

District Literary Coach Lorayne Thompson will conduct walkthroughs

G1.B3 Lack of Inquiry Based Instruction 2

 B231485

G1.B3.S1 We will implement the 5 E's model (Engage, Explore, Explain, Elaborate and Evaluate) for instruction in Math and Science. 4

 S244233

Strategy Rationale

The 5 E's model for instruction will increase our level of Inquiry based instruction.

Action Step 1 5

We will continue implementation of the 5 E's instructional model for all staff members.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observations, collaborative planning sessions and Journey walk-through Tiered engagement data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The administration will monitor through observations using focused observations during Math and Science instruction for the use of the 5 E's model of instruction.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observations using Journey and observations during classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The Administration and Coaches will observe for implementation of gradual release and 5 E's models for use in the classrooms.

Person Responsible

MERRI CRAWFORD


Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observations, Journey, collaborative planning sessions and lesson plans will be used to verify use of 5 E's and inquiry based instruction in Math and Science

G1.B3.S2 Teachers will use hands on materials/manipulatives to enhance inquiry based strategies in Math and Science. 4

 S244234

Strategy Rationale

By using hands on/manipulatives, the level of inquiry based instructional strategies will increase.

Action Step 1 5

Observations, collaborative planning sessions and Journey walk-through Tiered engagement data

Person Responsible

MERRI CRAWFORD


Schedule

Weekly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level of cognitive complexity. The data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.

G1.B4 Buy-In for Mission and Vision 2

 B231486

G1.B4.S1 The writing of School Improvement Plan will be a collaborative effort ensuring that stakeholders are included. 4

 S244235

Strategy Rationale

By making the School Improvement Plan more inclusive, the plan will have more buy-in as a result.

Action Step 1 5

The creation of the School Improvement Plan will be a collaborative process.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/8/2016 to 10/19/2016

Evidence of Completion

Completion and publishing of School Improvement Plan

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The collaborative School Improvement meetings will have sign in sheets as documentation of the collaborative planning sessions and will be retained as proof.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/8/2016 to 10/19/2016

Evidence of Completion

Signed attendance sheets and the completion of the School Improvement Plan.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Weekly review of the School Improvement collaborative writing progress.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/8/2016 to 10/19/2016

Evidence of Completion

The completion of the School Improvement Plan, sign in sheets diuring the writing of the SIP and documentation of the staff review.

G1.B5 Student attendance 2

 B231487

G1.B5.S1 The attendance manager says aware of excessive tardies and absences and will refer students to the guidance counselor and social worker. 4

 S244236

Strategy Rationale

The guidance counselor and or social work conducts group attendance meeting and or face to face meetings to provide extra support.

Action Step 1 5

This support will include but not limited to; parent contact, attendance contracts, and or Tier 2 intervention plans.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student attendance data

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will monitor attendance data

Person Responsible

MERRI CRAWFORD

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

attendance data collected from Guidance Counselor and Social Worker

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Attendance manager, Guidance Counselor, Social work, and administration will monitor student attendance data

Person Responsible

Schedule

Weekly, from 8/15/2016 to 6/2/2017





Evidence of Completion

student attendance data, meeting notes, agendas, sign-in sheets



IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1 M328103	We will monitor using observations and Journey with corrective feedback and support/coaching...	CRAWFORD, MERRI	8/25/2015	We will use the data from our progress monitoring pieces for increases in students achievement.	8/25/2015 quarterly
G1.B2.S1.MA1 M328104	The administration will monitor the use of gradual release and 5 E's for student engagement....	CRAWFORD, MERRI	8/25/2015	Observations using Journey and observation using Dana Center's Classroom Walkthrough for Continuous Improvement	8/25/2015 weekly
G1.B1.S1.MA3 M328100	The administration will target Florida Standards alignment with focused walk throughs by looking...	CRAWFORD, MERRI	12/1/2015	Results of Dana Center Classroom walk through for Continuous Improvement	12/1/2015 daily
G1.B1.S2.MA1 M328101	As the collaborative meetings continue and increase in effectiveness, the administration and...	CRAWFORD, MERRI	8/24/2015	Meetings will be effective without co-facilitation by the administration and coaches and evidences through meeting notes and lesson plans.	6/9/2016 weekly
G1.B1.S1.A2 A316218	The administration will provide professional development on cognitive complexity to enhance teacher...	CRAWFORD, MERRI	8/15/2016	Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level of cognitive complexity. The data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.	8/15/2016 one-time
G1.B4.S1.MA1 M328107	Weekly review of the School Improvement collaborative writing progress.	CRAWFORD, MERRI	8/8/2016	The completion of the School Improvement Plan, sign in sheets diuring the writing of the SIP and documentation of the staff review.	10/19/2016 weekly
G1.B4.S1.MA1 M328108	The collaborative School Improvement meetings will have sign in sheets as documentation of the...	CRAWFORD, MERRI	8/8/2016	Signed attendance sheets and the completion of the School Improvement Plan.	10/19/2016 weekly
G1.B4.S1.A1 A316228	The creation of the School Improvement Plan will be a collaborative process.	CRAWFORD, MERRI	8/8/2016	Completion and publishing of School Improvement Plan	10/19/2016 daily
G1.MA1 M328111	Progress monitoring assessment tools: FAIR-FS, IBTP and District-Timed Writing	CRAWFORD, MERRI	8/29/2016	Progress monitoring will be reviewed and if increases are not evident, goals will be re-evaluated and refined.	6/2/2017 weekly
G1.MA2 M328112	Continuous monitoring of the Block schedule is in effect for the proper amount of time for reading...	CRAWFORD, MERRI	8/15/2016	The block schedule will be monitored for accuracy in order to insure instructional time and collaborative planning time is effective	6/2/2017 monthly
G1.MA3 M328113	Collaborative Planning sessions will be monitored to ensure that all grade levels use their time...	CRAWFORD, MERRI	8/22/2016	Observations during collaborative planning sessions, meeting notes, observations, Journey and progress monitoring data will be used to determine the effectiveness of meeting the goal.	6/2/2017 weekly
G1.MA4 M328114	Inquiry based instruction and use of 5 E's model of instruction in Math and Science will be a focus...	CRAWFORD, MERRI	9/5/2016	Observations, Journey, collaborative planning notes and Lesson Plans.	6/2/2017 weekly
G1.B1.S1.MA1 M328098	We will be using focused walk throughs targeting the use of the Florida Standards and the use of...	CRAWFORD, MERRI	8/15/2016	Evidence of the effectiveness will be reflected in Journey during walk throughs, informal and formal observations including corrective feedback where needed and compiled data from Dana Center classroom walk throughs for continuous improvement .	6/2/2017 weekly

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Philip O'Brien Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1  M328099	The administration will target cognitive complexity/rigor with focused walk throughs by looking for...	CRAWFORD, MERRI	8/15/2016	Walk throughs, informal and informal observations will be recorded in Journey including corrective feed back along side with the Dana Center classroom walkthrough for continuous improvement record sheets.	6/2/2017 weekly
G1.B1.S1.A1  A316217	The administration will use focused walk throughs targeting rigorous Standards-based Tiered...	CRAWFORD, MERRI	8/15/2016	Observations, collaborative planning sessions and Journey walk-through Tiered engagement data	6/2/2017 weekly
G1.B1.S1.A3  A316219	The administration will use Dana Center Training on Florida Standards to enhance teacher...	CRAWFORD, MERRI	8/15/2016	The administration observation/ facilitation of collaborative planning sessions, examination of teacher lesson plans and using the Dana Center's classroom walk through for continuous improvement for data collection to make necessary changes based on trends that emerge from that data.	6/2/2017 weekly
G1.B2.S1.A1  A316221	The administration will provide professional development on the gradual release model of...	CRAWFORD, MERRI	8/15/2016	Journey observations will target with the use of focused observations, the continual implementation of the gradual release model and the 5 E's model for increasing meaningful student engagement.	6/2/2017 daily
G1.B2.S1.A2  A316222	The administration will use Journey observations for continuous improvement to ascertain levels of...	CRAWFORD, MERRI	8/15/2016	Classroom walk through for continuous improvement record sheets with trend data	6/2/2017 biweekly
G1.B2.S1.A3  A316223	The administration will target meaningful engagement by using focused walk throughs.	CRAWFORD, MERRI	8/15/2016	Journey observations will target with the use of focused observations, the continual implementation of gradual release and the 5 E's model for increasing meaningful student engagement.	6/2/2017 weekly
G1.B3.S1.MA1  M328105	The Administration and Coaches will observe for implementation of gradual release and 5 E's models...	CRAWFORD, MERRI	8/15/2016	Observations, Journey, collaborative planning sessions and lesson plans will be used to verify use of 5 E's and inquiry based instruction in Math and Science	6/2/2017 weekly
G1.B3.S1.MA1  M328106	The administration will monitor through observations using focused observations during Math and...	CRAWFORD, MERRI	8/15/2016	Observations using Journey and observations during classroom walkthroughs.	6/2/2017 weekly
G1.B3.S1.A1  A316226	We will continue implementation of the 5 E's instructional model for all staff members.	CRAWFORD, MERRI	8/15/2016	Observations, collaborative planning sessions and Journey walk-through Tiered engagement data	6/2/2017 weekly
G1.B5.S1.MA1  M328109	Attendance manager, Guidance Counselor, Social work, and administration will monitor student...		8/15/2016	student attendance data, meeting notes, agendas, sign-in sheets	6/2/2017 weekly
G1.B5.S1.MA1  M328110	Administration will monitor attendance data	CRAWFORD, MERRI	8/15/2016	attendance data collected from Guidance Counselor and Social Worker	6/2/2017 monthly
G1.B5.S1.A1  A316229	This support will include but not limited to; parent contact, attendance contracts, and or Tier 2...	CRAWFORD, MERRI	8/15/2016	Student attendance data	6/2/2017 weekly
G1.B1.S2.MA1  M328102	The Administration and Coaches will be in the collaborative planning sessions to facilitate planned...	CRAWFORD, MERRI	8/15/2016	There will be scheduled facilitation as noted in meeting notes and lesson plans reflecting meaningful, rigorous and engaging lessons.	6/2/2017 weekly
G1.B1.S2.A1  A316220	The Administration and Instructional Coaches will facilitate collaborative planning sessions to...	CRAWFORD, MERRI	8/15/2016	Meeting notes/agendas will be reviewed and kept as a record of meetings.	6/2/2017 weekly
G1.B2.S2.A1  A316224	The Administration will do daily walkthroughs as scheduled focusing on meaningful, rigorous...	CRAWFORD, MERRI	8/15/2016	Daily walkthroughs and Journey observations	6/2/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A2  A316225	The Coaches will do walkthroughs and assist teachers with coaching upon request.	CRAWFORD, MERRI	8/15/2016	District Literary Coach Lorayne Thompson will conduct walkthroughs	6/2/2017 daily
G1.B3.S2.A1  A316227	Observations, collaborative planning sessions and Journey walk-through Tiered engagement data	CRAWFORD, MERRI	8/15/2016	Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level of cognitive complexity. The data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. All teachers will improve core instruction by meaningfully engaging all students in rigorous task aligned with the full intent of the Florida State Standards in all content areas.

G1.B2 Lack of meaningful engagement and an increase of students entering without prerequisite skills for grade level.

G1.B2.S2 Daily monitoring of meaningful engagement and providing necessary feedback and coaching as appropriate.

PD Opportunity 1

The Administration will do daily walkthroughs as scheduled focusing on meaningful, rigorous engagement and providing necessary feedback.

Facilitator

District Literacy Coach Lorayne Thompson Monthly visits

Participants

Philip O'Brien Staff (Fifth Grade and (third and second upon request)

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 2

The Coaches will do walkthroughs and assist teachers with coaching upon request.

Facilitator

Polly Burkhart will do walkthroughs, coach and train teachers in Inquiry Science/5 E's.

Participants

Philip O'Brien Elementary Staff

Schedule

Daily, from 8/15/2016 to 6/2/2017

G1.B3 Lack of Inquiry Based Instruction

G1.B3.S1 We will implement the 5 E's model (Engage, Explore, Explain, Elaborate and Evaluate) for instruction in Math and Science.

PD Opportunity 1

We will continue implementation of the 5 E's instructional model for all staff members.

Facilitator

Merri Crawford and Academic Leadership Team

Participants

All Philip O'Brien staff members

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The administration will use focused walk throughs targeting rigorous Standards-based Tiered Instruction.	\$0.00
2	G1.B1.S1.A2	The administration will provide professional development on cognitive complexity to enhance teacher understanding of the Florida Standards and their cognitive complexity levels.	\$0.00
3	G1.B1.S1.A3	The administration will use Dana Center Training on Florida Standards to enhance teacher understanding thereof. We will use the alignment tool to assist teachers in their collaborative planning sessions to target what is to be taught at that standard for their grade level.	\$0.00
4	G1.B1.S2.A1	The Administration and Instructional Coaches will facilitate collaborative planning sessions to ensure pre-planning is occurring.	\$0.00
5	G1.B2.S1.A1	The administration will provide professional development on the gradual release model of instruction.	\$0.00
6	G1.B2.S1.A2	The administration will use Journey observations for continuous improvement to ascertain levels of engagement.	\$0.00
7	G1.B2.S1.A3	The administration will target meaningful engagement by using focused walk throughs.	\$0.00
8	G1.B2.S2.A1	The Administration will do daily walkthroughs as scheduled focusing on meaningful, rigorous engagement and providing necessary feedback.	\$0.00
9	G1.B2.S2.A2	The Coaches will do walkthroughs and assist teachers with coaching upon request.	\$0.00
10	G1.B3.S1.A1	We will continue implementation of the 5 E's instructional model for all staff members.	\$0.00
11	G1.B3.S2.A1	Observations, collaborative planning sessions and Journey walk-through Tiered engagement data	\$0.00
12	G1.B4.S1.A1	The creation of the School Improvement Plan will be a collaborative process.	\$0.00
13	G1.B5.S1.A1	This support will include but not limited to; parent contact, attendance contracts, and or Tier 2 intervention plans.	\$0.00
Total:			\$0.00