

Polk County Public Schools

Philip O'Brien Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	67%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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.

At Philip O'Brien Elementary we will provide a high quality education for all students.

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.

School Leadership Team

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
McGahee, Kathy	Other
Warren, Hope	Other
Hansen, Tesi	Teacher, K-12
Flowers, Tracy	Assistant Principal
Labonte, Kimberly	Teacher, PreK
Taylor, April	Instructional Media
Sanders, Krystal	Instructional Coach
Hill, Mildred	School Counselor
Adams, Victoria	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 Leadership Team (LT) provide leadership for the implementation of the goals, strategies, and actions steps related to all academic areas. The Leadership Team is grounded in a shared or distributive leadership model where content teachers, reading and math coach, instructional support staff, guidance counselor, and administration all participate in the decision-making process based on the team's review of data and its application of the specific SIP reading, math, and science goals. The LT focuses on improving school/teacher effectiveness and student achievement using the MTSS model. The LT members monitor data, identifies school-wide focused instructional strengths and weaknesses, and creates a plan to support identified instructional need. Additionally, the principal ensures that time is provided for the LT to collaborate and share information with all site stakeholders.

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	44	40	32	25	40	31	0	0	0	0	0	0	0	212
One or more suspensions	38	23	33	65	94	31	0	0	0	0	0	0	0	284
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	34	28	24	0	0	0	0	0	0	0	86
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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		6	3	5	2	9	5	0	0	0	0	0	0	30

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	10	3	2	16	0	0	0	0	0	0	0	0	0	31
Retained Students: Previous Year(s)	0	3	11	6	26	22	0	0	0	0	0	0	0	68

Date this data was collected

Monday 7/30/2018

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	39	42	52	34	29	39	0	0	0	0	0	0	0	235
One or more suspensions	6	19	9	6	5	32	0	0	0	0	0	0	0	77
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	14	13	28	0	0	0	0	0	0	0	55

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	2

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	39	42	52	34	29	39	0	0	0	0	0	0	0	235
One or more suspensions	6	19	9	6	5	32	0	0	0	0	0	0	0	77
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	14	13	28	0	0	0	0	0	0	0	55

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

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?

The data component that performed the lowest was Science with a 36% proficiency rating.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year is 3rd grade ELA. In the 2016-17 school year 3rd grade ELA score was 64% proficient. This school year (2017-18) 3rd grade ELA score was 44% proficient.

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

When comparing the 2017-18 Science proficiency average (36%) with the state (55%) it shows a 19% proficiency gap.

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

None of the tested components in the 2017-18 showed improvement. This is not a trend due to the fact that previous years show improvement in all areas.

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

NA

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	46%	50%	56%	44%	48%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	41%	51%	55%	44%	49%	52%
ELA Lowest 25th Percentile	30%	45%	48%	38%	42%	46%
Math Achievement	45%	58%	62%	53%	54%	58%
Math Learning Gains	41%	56%	59%	49%	52%	58%
Math Lowest 25th Percentile	23%	44%	47%	34%	41%	46%
Science Achievement	36%	53%	55%	38%	46%	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	44 (39)	40 (42)	32 (52)	25 (34)	40 (29)	31 (39)	212 (235)
One or more suspensions	38 (6)	23 (19)	33 (9)	65 (6)	94 (5)	31 (32)	284 (77)
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)	34 (14)	28 (13)	24 (28)	86 (55)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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	44%	51%	-7%	57%	-13%
	2017	64%	53%	11%	58%	6%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2018	53%	48%	5%	56%	-3%
	2017	51%	51%	0%	56%	-5%
Same Grade Comparison		2%				
Cohort Comparison		-11%				
05	2018	36%	50%	-14%	55%	-19%
	2017	44%	44%	0%	53%	-9%
Same Grade Comparison		-8%				
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	43%	56%	-13%	62%	-19%
	2017	55%	58%	-3%	62%	-7%
Same Grade Comparison		-12%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	44%	57%	-13%	62%	-18%
	2017	58%	60%	-2%	64%	-6%
Same Grade Comparison		-14%				
Cohort Comparison		-11%				
05	2018	39%	56%	-17%	61%	-22%
	2017	49%	47%	2%	57%	-8%
Same Grade Comparison		-10%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	34%	51%	-17%	55%	-21%
	2017					
Cohort Comparison						

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
SWD	13	25	18	22	31	28					
ELL	47	48	27	29	35						
BLK	31	35	25	32	31	15	25				
HSP	44	46	21	40	43	50	21				
MUL	77			69							
WHT	52	43	41	54	47	16	44				
FRL	40	39	28	42	39	25	32				

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
SWD	19	32	42	25	24	9	8				
ELL	44	46		67	69						
BLK	39	48	58	44	43	31	18				
HSP	52	42	45	60	51	45	33				
MUL	73			55							
WHT	65	56		69	56	20	59				
FRL	54	49	43	57	48	36	38				

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 ELA Content Literacy K- 5 Increase proficiency
Rationale Decrease in reading proficiency on the 2017-18 FSA.
Intended Outcome Increase reading proficiency on the 2018-19 FSA.
Point Person MERRI CRAWFORD (merri.crawford@polk-fl.net)

Action Step

Description Reading interventionist, increase informational text usage, small group interaction, increase interactive notebooks usage, differentiated instruction, iStation intervention lessons, Professional Development/Modeling with Reading Coach, para educator to support small group instruction, STAR testing, Early Literacy testing, Renaissance Place-Accelerated Reader, MTSS support, extended learning, collaborative planning, monitor student data, Florida Ready reading material for MTSS and extended learning, utilize UniSIG funds for literacy material, special activity pay, recognizing staff who come to or remain at the school, teacher data chats with administration. literacy coach, and students, and vertical team building

Person Responsible Krystal Sanders (krystal.sanders@polk-fl.net)

Plan to Monitor Effectiveness

Description STAR reading and Early Literacy reading scale score report and grade level equivalency report, iStation scale score report, MTSS.RTi data, teacher classroom assessment data

Person Responsible Tracy Flowers (tflower36@msn.com)

Activity #2	
Title	Math K-5 Increase proficiency levels
Rationale	A decrease in student proficiency on 2017-18 FSA test.
Intended Outcome	An increase in student proficiency on 2018-19 FSA test.
Point Person	MERRI CRAWFORD (merri.crawford@polk-fl.net)
Action Step	

Description	Florida Ready math material used for MTSS and extended Learning, small group interaction, utilize interactive notebooks, teachers data chats with administration, math coach, and students, utilize UniSIG funds for extended learning material, STAR testing (3x), professional development/modeling, iStation, vertical team building, math resources (BBY/ Shape Bait), collaborative planning, utilize iStation intervention lessons, MTSS support
Person Responsible	Carolyn Ouhri (carolyn.ouhri@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Monitor STAR and iStation scale score and grade equivalence reports, teacher classroom assessment data, MTSS/RTI data
Person Responsible	Tracy Flowers (tflower36@msn.com)

Activity #3	
Title	5th grade Science proficiency
Rationale	A decrease in Grade 5 FSA 2017-18 science proficiency.
Intended Outcome	An increase in Grade 5 FSA 2018-19 science proficiency.
Point Person	MERRI CRAWFORD (merri.crawford@polk-fl.net)

Action Step	
Description	Utilize interactive science notebooks, incorporate StemScopes science material, implementation of Gradual Release Model, professional development/modeling with science teacher, inquiry based instruction, 5E lesson plans (Engage,Explore,Explain,Elaborate,Evaluate), utilize hands on manipulative, Science quarterlies, increase interventions, scheduling.
Person Responsible	Carolyn Ouhri (carolyn.ouhri@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Science quarterlies data, teacher classroom assessment data, MTSS/RTi data
Person Responsible	Tracy Flowers (tflower36@msn.com)

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, Â§ 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.

Increased participation in Title I Annual Parent Meeting. See attached Parent and Family Engagement Plan

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.

To ensure the social-emotional needs of all students are met, Philip O'Brien Elementary School implements the following:

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 and First United Methodist Church organization provides mentors to the identified students of Philip O'Brien Elem. The BB/BS and First United Methods Church 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.
- 6 Mental health services are available to meet the social-emotional needs of students.
7. The school psychologist assist with addressing the social-emotional needs of students.

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. 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 campus tours. Students are assessed within the first 30 days of school using the Florida School readiness Screener (FLKRS). Star Literacy and iStation 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.

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.

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.

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 communicates with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title III- Provide supplemental resources for English Language Learners and their teachers in Title I schools, as well as professional development.

Title IX- Homeless

The Hearth program, funded through Title IX, 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.

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

Title 1 PreK-

PreK teachers may participate in professional learning opportunities offered to school staff. Parents of students are invited to participate in parent workshops and activities provided by the school.

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

Philip O'Brien Elementary School assist our students with college and career awareness skills by building a strong academic foundation in the areas of reading, math, science, and social studies.

Part V: Budget

Total:	\$318,131.25
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