

Polk County Public Schools

Philip O'Brien Elementary School



2019-20 Schoolwide Improvement Plan

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Philip O'Brien Elementary School

1225 LIME ST E, Lakeland, FL 33801

schools.polk-fl.net/philipobrien

Demographics

Principal: Charlie Huntley

Start Date for this Principal: 7/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (36%) 2017-18: D (37%) 2016-17: C (47%) 2015-16: C (43%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	D	D	C	C

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<https://www.floridacims.org>.

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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	Job Duties and Responsibilities
Huntley, Charlie	Principal	
Flowers, Tracy	Assistant Principal	
Sanders, Krystal	Instructional Coach	As the literacy coach, Ms. Sanders will work collaboratively with teachers to plan lessons designed to reach the depth of the Florida standards while aligning learning targets to tasks. Ms. Sanders will work collaboratively with the mathematics coach to develop high quality instructional materials for extended learning opportunities.
O'Grady, Robyn	Teacher, K-12	Title 1/ Reading Interventionist
Brinson, Charlene	Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	109	134	132	113	114	0	0	0	0	0	0	0	702
Attendance below 90 percent	33	33	27	28	21	26	0	0	0	0	0	0	0	168
One or more suspensions	6	4	7	20	11	24	0	0	0	0	0	0	0	72
Course failure in ELA or Math	7	7	8	12	0	1	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	95	93	119	0	0	0	0	0	0	0	307

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	4	7	9	7	15	0	0	0	0	0	0	0	48

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	5	4	2	18	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	3	2	1	0	0	0	0	0	0	0	6

FTE units allocated to school (total number of teacher units)

59

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	3	5	2	9	5	0	0	0	0	0	0	0	30

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	6	3	5	2	9	5	0	0	0	0	0	0	0	30

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	51%	57%	55%	51%	55%
ELA Learning Gains	37%	51%	58%	49%	53%	57%
ELA Lowest 25th Percentile	36%	49%	53%	49%	50%	52%
Math Achievement	38%	57%	63%	59%	58%	61%
Math Learning Gains	34%	56%	62%	50%	57%	61%
Math Lowest 25th Percentile	27%	47%	51%	32%	49%	51%
Science Achievement	38%	47%	53%	38%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	100 (0)	109 (0)	134 (0)	132 (0)	113 (0)	114 (0)	702 (0)
Attendance below 90 percent	33 (44)	33 (40)	27 (32)	28 (25)	21 (40)	26 (31)	168 (212)
One or more suspensions	6 (38)	4 (23)	7 (33)	20 (65)	11 (94)	24 (31)	72 (284)
Course failure in ELA or Math	7 (0)	7 (0)	8 (0)	12 (0)	0 (0)	1 (0)	35 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	95 (34)	93 (28)	119 (24)	307 (86)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	52%	-8%	58%	-14%
	2018	44%	51%	-7%	57%	-13%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	35%	48%	-13%	58%	-23%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	53%	48%	5%	56%	-3%
Same Grade Comparison		-18%				
Cohort Comparison		-9%				
05	2019	36%	47%	-11%	56%	-20%
	2018	36%	50%	-14%	55%	-19%
Same Grade Comparison		0%				
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	56%	-19%	62%	-25%
	2018	43%	56%	-13%	62%	-19%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	33%	56%	-23%	64%	-31%
	2018	44%	57%	-13%	62%	-18%
Same Grade Comparison		-11%				
Cohort Comparison		-10%				
05	2019	32%	51%	-19%	60%	-28%
	2018	39%	56%	-17%	61%	-22%
Same Grade Comparison		-7%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	45%	-12%	53%	-20%
	2018	34%	51%	-17%	55%	-21%
Same Grade Comparison		-1%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	16	26	25	19	31	32	17				
ELL	40	29		23	28	20	10				
BLK	19	28	53	22	26	25	15				
HSP	40	25	25	36	31	13	22				
MUL	57	50		48	50						
WHT	56	50	32	50	39	33	59				

2019 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 2017-18	C & C Accel 2017-18
FRL	36	36	38	33	32	32	30				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students with disabilities showed the lowest performance at 24% as evidenced by ESSA. The factor that contributed to this low performance is the lack of full time certified ESE teachers in the self-contained classrooms. Both K-2 and 3-5 standard assessed classes had long term substitutes for most of the school year. Periodically, resource and/or inclusion ESE teachers supplemented instruction in the self-contained classrooms. Attendance of ESE students in extended learning opportunities was inconsistent.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Current fifth grade students showed the greatest decline from the prior year in English Language Arts proficiency. This cohort of students declined 17% from the previous year. The ability grouping strategy did not prove successful. Additionally, there were concerns with core instruction and teacher competency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fourth grade mathematics proficiency had the greatest gap when compared to the state average (-31%). There were two math teachers in fourth grade last year. One earned an unsatisfactory VAM. Teacher competency and lack of varied instructional strategies accounted for poor performance.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is English Language Arts, learning gains in the bottom quartile. Increased fidelity with the implementation of small group instruction, increased extended learning opportunities, and the direct instructional support of the literacy coach assisted in the improvement of student performance.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The area of most concern is the high number of out of school suspensions (72/10.25%) students were suspended in 2018-19). The other area of concern is number of students (168/23.9%) whose attendance rate was less than 90%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase student performance in math to 45% proficiency and learning gains, and 41% in learning gains in the bottom quartile.
2. Increase student performance in ELA to 50% proficiency and learning gains, and 46% in learning gains in the bottom quartile.
3. Increase student performance in science to 45% proficiency.
4. Reduce out of school suspensions and increase daily attendance rates to maximize in class instructional time.
5. Increase learning supports for students with disabilities to increase the ESSA from 24% to 41%.

Part III: Planning for Improvement**Areas of Focus:**

#1	
Title	English Language Arts Instruction
Rationale	As evidenced by Florida Standards Assessment data from the spring of 2019, grade level proficiency in each grade level is less than 50% (3rd - 44%, 4th - 35%, 5th - 36%). Learning gains in fourth grade were significantly lower than third or fifth grades (23%) and the bottom quartile learning gains in fourth grade were non-existent (0%).
State the measurable outcome the school plans to achieve	Philip O'Brien Elementary plans to increase overall student proficiency in English Language Arts from a school wide average of 38% to 41% by the spring of 2020 as evidenced by FSA and FSAA data. Learning gains will increase from a school wide average of 37% to 51%. Learning gains in the bottom quartile will increase from 36% to 50%.
Person responsible for monitoring outcome	Tracy Flowers (tflower36@msn.com)
Evidence-based Strategy	Collaborative planning focused on target task alignment using Depth of Knowledge (DOK) levels and data analysis for differentiation of instruction in small group and extended learning tutoring.
Rationale for Evidence-based Strategy	Teachers must align their instruction with Florida standards, utilizing LSI target task alignment and Webb's Depth of Knowledge, to reach all students to increase student learning proficiency and close achievement gaps.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will meet weekly with administration and literacy instructional coach in collaborative planning and professional development sessions to calibrate the desired expectations. 2. Teachers will track data on Reading Wonders assessments and district ongoing progress monitoring assessments to differentiate instruction in whole and small groups. Teachers will utilize a school developed standards tracker to determine which students are understanding and/or mastering the standard. 3. Teachers will utilize the ongoing progress monitoring and prior year FSA data to identify students in need of additional instructional opportunities for the extended learning tutoring program to take place twice a week from November 2019 to April 2020. Targeted subgroups will include students with disabilities, English Language Learners, African American, Hispanic, Multiracial, White, and Economically Disadvantaged Learners as evidenced by prior year ESSA data. 4. Teachers will utilize the ongoing progress monitoring and prior year FSA data to identify students in need of enrichment and acceleration for the accelerated extending learning tutoring program to take place twice a week from November 2019 to April 2020. Targeted subgroups will include students with disabilities, English Language Learners, African American, Hispanic, Multiracial, White, and Economically Disadvantaged Learners as evidenced by prior year ESSA data. 5. The literacy coach will utilize data to develop extended learning lesson plans (teacher use) and curriculum activities (Ready Florida) to address foundational and current year achievement gaps. 6. New media center books will provide students with a greater variety of high interest, low readability books to practice fluency and comprehension.

7. Teachers will provide students with extended passages, gradually increasing in length, throughout the year.
8. The reading passages will include non-fiction, specifically science and social studies topics.
9. The reading interventionist (Robyn O'Grady) and Title One paras (Summer Adams and TBA) will work collaboratively with classroom teachers to meet the needs of students in English Language Arts through small group, focused instruction.
10. Title One funds will be used to provide school buses in order for students to attend extended learning opportunities both after school and on Saturdays. The attendance zone for Philip O'Brien Elementary School is vast, and many families do not have transportation to ensure student attendance at the extended learning sessions.
11. Title One funds will be used to provide supplies for small group instruction. Teachers will prepare curriculum materials (copies, notebooks, folders) for students.
12. Philip O'Brien Elementary will work collaboratively with LSI consultants to further improve best practices among teachers and staff to positively impact student achievement. LSI consultants will provide professional learning opportunities through focused sessions designed to enhance staff efficacy.
13. Administration has provided non-negotiables to staff and look fors are included in the weekly staff newsletter.
14. Through the use of the gradual release model, teachers will empower students to better understand what they are learning. Students will have access to the standards and learning targets during instruction to ensure they understand the expectations of the lesson.

Person Responsible Tracy Flowers (tflower36@msn.com)

#2	
Title	Mathematics Instruction
Rationale	As evidenced by Florida Standards Assessment data from the spring of 2019, grade level proficiency in each grade level is less than 50% (3rd - 37%, 4th - 33%, 5th - 32%). 34% of students showed learning gains in mathematics, whereas only 27% of students in the bottom quartile showed learning gains.
State the measurable outcome the school plans to achieve	Philip O'Brien Elementary plans to increase overall student proficiency in Mathematics from a school wide average of 38% to 40% by the spring of 2020 as evidenced by FSA and FSAA data. Learning gains will increase from a school wide average of 34% to 51%. Learning gains in the bottom quartile will increase from a school wide average of 27% to 50%.
Person responsible for monitoring outcome	Charlie Huntley (charlie.huntley@polk-fl.net)
Evidence-based Strategy	Collaborative planning focused on target task alignment using Depth of Knowledge (DOK) levels and data analysis for differentiation of instruction in small group and extended learning tutoring.
Rationale for Evidence-based Strategy	Teachers must align their instruction with Florida standards, utilizing LSI target task alignment and Webb's Depth of Knowledge, to reach all students to increase student learning proficiency and close achievement gaps.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will meet weekly with administration and math instructional coach in collaborative planning and professional development sessions to calibrate the desired expectations. 2. Teachers will track math module assessments and district ongoing progress monitoring assessments and differentiate instruction in whole and small groups. Teachers will utilize a school developed standards tracker to determine which students are understanding and/or mastering the standard. 3. Teachers will utilize the ongoing progress monitoring and prior year FSA data to identify students in need of additional instructional opportunities for the extended learning tutoring program to take place twice a week from November 2019 to April 2020. Targeted subgroups will include students with disabilities, English Language Learners, African American, Hispanic, Multiracial, White, and Economically Disadvantaged Learners as evidenced by prior year ESSA data. 4. Teachers will utilize the ongoing progress monitoring and prior year FSA data to identify students in need of enrichment and acceleration for the accelerated extending learning tutoring program to take place twice a week from November 2019 to April 2020. Targeted subgroups will include students with disabilities, English Language Learners, African American, Hispanic, Multiracial, White, and Economically Disadvantaged Learners as evidenced by prior year ESSA data. 5. The mathematics coach will utilize data to develop extended learning lesson plans (teacher use) and curriculum activities (Ready Florida) to address foundational and current year achievement gaps. 6. Title One paras will work collaboratively with classroom teachers to meet the needs of students in Mathematics through small group, focused instruction.

7. Title One funds will be used to provide school buses in order for students to attend extended learning opportunities both after school and on Saturdays. The attendance zone for Philip O'Brien Elementary School is vast, and many families do not have transportation to ensure student attendance at the extended learning sessions.
8. Title One funds will be used to provide supplies for small group instruction. Teachers will prepare curriculum materials (copies, notebooks, folders) for students.
9. Philip O'Brien Elementary will work collaboratively with LSI consultants to further improve best practices among teachers and staff to positively impact student achievement. LSI consultants will provide professional learning opportunities through focused sessions designed to enhance staff efficacy.
10. Administration has provided non-negotiables to staff and look fors are included in the weekly staff newsletter.
11. The Polk County regional math coach, assigned to Philip O'Brien Elementary, has worked on mathematics at the state level and will discuss planning for a deeper understanding of math standards and pedagogical practices.
12. Based on standards, teachers will collaboratively develop success criteria to ensure mastery.
13. Through the use of the gradual release model, teachers will empower students to better understand what they are learning. Students will have access to the standards and learning targets during instruction to ensure they understand the expectations of the lesson.

Person Responsible Charlie Huntley (charlie.huntley@polk-fl.net)

#3	
Title	Behavior and Attendance
Rationale	As evidenced by FOCUS data for the 2018-19 school year, Philip O'Brien Elementary had 555 office discipline referrals (ODRs). The high number of office discipline referrals and resulting out of school suspensions contributed to a loss of in class instructional time which affected overall student and school achievement.
State the measurable outcome the school plans to achieve	The number of office discipline referrals (ODRs) will be reduced by 25% (139) to increase instructional time for students.
Person responsible for monitoring outcome	Tracy Flowers (tflower36@msn.com)
Evidence-based Strategy	Positive Behavior Interventions and Supports and CHAMPS will be used school wide and across the three MTSS tiers to support all students.
Rationale for Evidence-based Strategy	Positive Behavior Interventions and Supports has been successful in promoting positive collective behavior while reducing negative behaviors in many schools. CHAMPS is a framework that creates a common language of expectations school wide to provide structure for all stakeholders.
Action Step	
Description	<ol style="list-style-type: none"> 1. The PBIS team will train all staff members in tier one expectations which will culminate in lesson plans that will be delivered by all staff school wide during the first week of school as well as immediately following extended vacations (fall, winter, and spring breaks). 2. The Behavior Interventionist will serve as a support to all students, building relationships with students, and providing skill streaming or social emotional lessons to reduce office discipline referrals. 3. The Behavior Interventionist will serve as a classroom management coach to all staff members to ensure the PBIS and CHAMPS frameworks are implemented with fidelity. 4. The Assistant Principal and Behavior Interventionist will work collaboratively to examine discipline data as well as minor behavior tracking forms to ensure the appropriate interventions and supports are in place for all students. 5. Through the PBIS framework, attendance will be targeted to increase student attendance to the school wide goal of 95% or higher.
Person Responsible	Tracy Flowers (tflower36@msn.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Through UniSIG and TSSSA funding, we will address staff recruitment and retention through financial incentives and extended professional learning opportunities. We are working to build external stakeholder partnerships through community partnerships with business and houses of faith.

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 Schoolwide Improvement Plan 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.

Philip O'Brien Elementary will host quarterly family involvement nights, open to the community, based on core content areas (literacy, mathematics, and science). We will host quarterly report card conference and family dinner nights to share student progress, interventions, and remediation. We recently launched our social media presence on Facebook and have revamped our school Web site to better communicate in a more immediate fashion with parents, families, and other community stakeholders. Through the introduction of Wednesday folders, parents, families, and other community stakeholders will receive school information in a consistent, timely fashion. A monthly newsletter will be distributed to students and parents to inform them of upcoming events and other information pertinent to the school.

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.

Philip O'Brien Elementary will ensure the social-emotional needs of all students are being met through the relationships built between students and the school counselor, behavior interventionist, school social worker, and mental health facilitators team. These staff members will be available to provide counseling services to students when needed. Through our partnership with Big Brothers & Big Sisters, volunteers will be on campus throughout the school year to mentor students. The community based KidsPack program is another tool we will use to meet other services needed by students.

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

Pre-K 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.

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.

Outgoing fifth graders meet with middle school counselors on our campus to determine course pathways once in middle school. Students participate in a question/answer session with counselors to learn more about course offerings and the middle school experience.

Fifth graders participate in the WE3 Expo at the RP Funding Center which is designed to showcase every school in the district. Students meet with school representatives to learn more about course offerings and unique opportunities.

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 project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.

Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.

Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.

Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school's SIP.

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 will initiate a school wide "Great American Teach In" day to involve partners from business, industry, and community organizations. In this special event, guests will be invited to read to students and share how their current profession or community organization involvement utilizes literacy, mathematics, and science. Students will have opportunities to develop questions in advance to share with guests.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: English Language Arts Instruction				\$268,769.51
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	120-Classroom Teachers	0151 - Philip O'Brien Elementary School	UniSIG		\$120,280.00
			Notes: Recruitment/Retention Stipends			
	5100	130-Other Certified Instructional Personnel	0151 - Philip O'Brien Elementary School	UniSIG		\$8,000.00
			Notes: Recruitment/Retention Stipends			
	5100	150-Aides	0151 - Philip O'Brien Elementary School	UniSIG		\$8,000.00
			Notes: Recruitment/Retention Stipends			
	5100	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		\$10,425.42
			Notes: Recruitment/Retention Stipends			
	5100	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		\$258.93
			Notes: Recruitment/Retention Stipends			
	5200	120-Classroom Teachers	0151 - Philip O'Brien Elementary School	UniSIG		\$32,000.00
			Notes: Recruitment/Retention Stipends			
	5200	150-Aides	0151 - Philip O'Brien Elementary School	UniSIG		\$4,000.00
			Notes: Recruitment/Retention Stipends			
	5200	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		\$2,754.00
			Notes: Recruitment/Retention Stipends			
	5200	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		\$68.40
			Notes: Recruitment/Retention Stipends			
	6120	130-Other Certified Instructional Personnel	0151 - Philip O'Brien Elementary School	UniSIG		\$4,000.00
			Notes: Recruitment/Retention Stipends			
	6120	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		\$306.00
			Notes: Recruitment/Retention Stipends			
	6120	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		\$7.60
			Notes: Recruitment/Retention Stipends			
	6200	130-Other Certified Instructional Personnel	0151 - Philip O'Brien Elementary School	UniSIG		\$4,000.00
			Notes: Recruitment/Retention Stipends			
	6200	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		\$306.00
			Notes: Recruitment/Retention Stipends			

	6200	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		\$7.60
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	130-Other Certified Instructional Personnel	0151 - Philip O'Brien Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		\$612.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		\$15.20
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	110-Administrators	0151 - Philip O'Brien Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	160-Other Support Personnel	0151 - Philip O'Brien Elementary School	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		\$918.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		\$22.80
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	610-Library Books	0151 - Philip O'Brien Elementary School	UniSIG		\$29,301.41
			<i>Notes: Media Center books</i>			
	5100	510-Supplies	0151 - Philip O'Brien Elementary School	UniSIG		\$1,913.15
			<i>Notes: Classroom libraries - student use</i>			
	5900	510-Supplies	0151 - Philip O'Brien Elementary School	UniSIG		\$9,573.00
			<i>Notes: Ready Florida - to be used during extended learning</i>			
	6400	510-Supplies	0151 - Philip O'Brien Elementary School	UniSIG		\$3,000.00
			<i>Notes: Co-teaching/Coaching/Data chat supplies - paper, binder, post-its, chart paper, marker</i>			
	6400	519-Technology-Related Supplies	0151 - Philip O'Brien Elementary School	UniSIG		\$3,000.00
			<i>Notes: Ink for Co-teaching/Coaching/Data chat</i>			
	5100	510-Supplies	0151 - Philip O'Brien Elementary School	UniSIG		\$3,000.00
			<i>Notes: Supplies for small group instruction - binders, highlighters, paper</i>			

	5100	519-Technology-Related Supplies	0151 - Philip O'Brien Elementary School	UniSIG		\$3,000.00
			Notes: Ink for instructional materials			
2	III.A.	Areas of Focus: Mathematics Instruction				\$68,367.85
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0151 - Philip O'Brien Elementary School	UniSIG	1.0	\$50,985.00
			Notes: School based Coaches - Science who co-teach, coach, and assist with the instruction of students in classrooms			
	6400	210-Retirement	0151 - Philip O'Brien Elementary School	UniSIG		\$4,318.43
			Notes: School based Coaches - retirement			
	6400	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		\$3,900.35
			Notes: School based Coaches - SS			
	6400	231-Health and Hospitalization	0151 - Philip O'Brien Elementary School	UniSIG		\$9,048.00
			Notes: School based Coaches - Health			
	6400	232-Life Insurance	0151 - Philip O'Brien Elementary School	UniSIG		\$19.20
			Notes: School based Coaches - Life			
	6400	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		\$96.87
			Notes: School based Coaches -WC			
3	III.A.	Areas of Focus: Behavior and Attendance				\$0.00
					Total:	\$347,958.88