

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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schools.polk-fl.net/philipobrien

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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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 | 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 FSA 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)

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| #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.

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

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

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| | 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> | | | | | | |

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| | 5100 | 519-Technology-Related Supplies | 0151 - Philip O'Brien Elementary School | UniSIG | | \$3,000.00 |
| | | | <i>Notes: Ink for instructional materials</i> | | | |
| 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 |
| | | | <i>Notes: School based Coaches - Science who co-teach, coach, and assist with the instruction of students in classrooms</i> | | | |
| | 6400 | 210-Retirement | 0151 - Philip O'Brien Elementary School | UniSIG | | \$4,318.43 |
| | | | <i>Notes: School based Coaches - retirement</i> | | | |
| | 6400 | 220-Social Security | 0151 - Philip O'Brien Elementary School | UniSIG | | \$3,900.35 |
| | | | <i>Notes: School based Coaches - SS</i> | | | |
| | 6400 | 231-Health and Hospitalization | 0151 - Philip O'Brien Elementary School | UniSIG | | \$9,048.00 |
| | | | <i>Notes: School based Coaches - Health</i> | | | |
| | 6400 | 232-Life Insurance | 0151 - Philip O'Brien Elementary School | UniSIG | | \$19.20 |
| | | | <i>Notes: School based Coaches - Life</i> | | | |
| | 6400 | 240-Workers Compensation | 0151 - Philip O'Brien Elementary School | UniSIG | | \$96.87 |
| | | | <i>Notes: School based Coaches -WC</i> | | | |
| 3 | III.A. | Areas of Focus: Behavior and Attendance | | | | \$0.00 |
| | | | | | Total: | \$347,958.88 |