

Polk County Public Schools

Philip O'Brien Elementary School



2020-21 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: 7/24/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	C

School Board Approval

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Huntley, Charlie	Principal	<p>The responsibilities of the principal include, but are not limited to: Serving as the visionary of the progress of the school in terms of academics, behavior and aesthetics/security.</p> <p>Academics:</p> <ul style="list-style-type: none"> • Providing professional development to ensure standards-based instruction; • Ensuring an academic focus that supports quality instruction in the classroom; • Monitoring the implementation of best practices in instructional strategies; • Monitoring data on an on-going basis as a means of understanding where students and classes are, and setting goals to set a trajectory that propels students and classes to meet goals that illustrate positive student achievement; • Promoting an environment that encourages and allows staff to learn and grow; • Promoting an environment that encourages and allows students to learn and grow; • Involving parents and other community stakeholders to be a part of the educational environment of the students at Philip O'Brien Elementary School, and • Building a safe environment and school culture that permits and promotes inclusiveness. <p>Behavior:</p> <ul style="list-style-type: none"> • Providing professional development that supports a safe environment for students to work and grow; • Ensuring expectations of positive behavior to the ensure Philip O'Brien community; • Monitoring data to ensure the desired culture is evolving and continues to be maintained at the highest level of expectation; • Providing support to teachers in the implementation of behavioral strategies; • Maintaining the principles of the district's Code of Conduct, and • Establishing and maintaining a school culture of inclusiveness and fairness on campus. <p>Aesthetics/Safety:</p> <ul style="list-style-type: none"> • Working with the custodial staff to ensure a clean environment within buildings; • Working with the custodial staff to ensure an attractive and well maintained appearance of the grounds; • Helping staff to support the custodial staff as they maintain the campus; • Ensuring the campus is appropriately secured, free of debris and clutter; and • Working with security detail as they ensure the campus is safe for all. <p>And all other duties as assigned by the Superintendent, her designee and/or and as the need arises.</p>
Flowers, Tracy	Assistant Principal	<p>Dr. Flowers is responsible for classroom walkthroughs, formal and informal classroom observations, and checking for fidelity, rigor, and curriculum alignment. Dr. Flowers oversees the implementation of PBIS and CHAMPS frameworks. She attends and participates in collaborative planning with teachers and holds regularly scheduled data chats with students and teachers.</p>

Name	Title	Job Duties and Responsibilities
		Throughout the year, she provides professional learning sessions related to classroom management and discipline interventions.
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	As the Title One Facilitator/Reading Interventionist, Mrs. O'Grady will work collaboratively with teachers to meet the needs of struggling students. She will work with retained third graders or fourth graders promoted with remediation to follow in small group instruction.
Brinson, Charlene	Principal	<p>The responsibilities of the principal include, but are not limited to: Serving as the visionary of the progress of the school in terms of academics, behavior and aesthetics/security.</p> <p>Academics:</p> <ul style="list-style-type: none"> • Providing professional development to ensure standards-based instruction; • Ensuring an academic focus that supports quality instruction in the classroom; • Monitoring the implementation of best practices in instructional strategies; • Monitoring data on an on-going basis as a means of understanding where students and classes are, and setting goals to set a trajectory that propels students and classes to meet goals that illustrate positive student achievement; • Promoting an environment that encourages and allows staff to learn and grow; • Promoting an environment that encourages and allows students to learn and grow; • Involving parents and other community stakeholders to be a part of the educational environment of the students at Philip O'Brien Elementary School, and • Building a safe environment and school culture that permits and promotes inclusiveness. <p>Behavior:</p> <ul style="list-style-type: none"> • Providing professional development that supports a safe environment for students to work and grow; • Ensuring expectations of positive behavior to the ensure Philip O'Brien community; • Monitoring data to ensure the desired culture is evolving and continues to be maintained at the highest level of expectation; • Providing support to teachers in the implementation of behavioral strategies; • Maintaining the principles of the district's Code of Conduct, and • Establishing and maintaining a school culture of inclusiveness and fairness on campus. <p>Aesthetics/Safety:</p> <ul style="list-style-type: none"> • Working with the custodial staff to ensure a clean environment within

Name	Title	Job Duties and Responsibilities
		<p>buildings;</p> <ul style="list-style-type: none"> • Working with the custodial staff to ensure an attractive and well maintained appearance of the grounds; • Helping staff to support the custodial staff as they maintain the campus; • Ensuring the campus is appropriately secured, free of debris and clutter; and • Working with security detail as they ensure the campus is safe for all. <p>And all other duties as assigned by the Superintendent, her designee and/or and as the need arises.</p>
Pollan, Kimberly	Instructional Coach	As the mathematics coach, Mrs. Pollan will work collaboratively with teachers to plan lessons designed to reach the depth of the Florida standards while aligning learning targets to tasks. Mrs. Pollan will work collaboratively with the literacy coach to develop high quality instructional materials for extended learning opportunities.
Barnett, Jennifer	Instructional Coach	As the science coach, Mrs. Barnett will work collaboratively with teachers to plan lessons designed to reach the depth of the Florida standards while aligning learning targets to tasks.

Demographic Information

Principal start date

Wednesday 7/24/2019, Charlie Huntley

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

46

Demographic Data

2020-21 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
2019-20 Title I School	Yes

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	112	88	116	134	98	125	0	0	0	0	0	0	0	673
Attendance below 90 percent	49	29	38	39	39	27	0	0	0	0	0	0	0	221
One or more suspensions	9	7	16	27	19	31	0	0	0	0	0	0	0	109
Course failure in ELA	5	2	10	7	4	4	0	0	0	0	0	0	0	32
Course failure in Math	0	0	5	5	3	2	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide ELA assessment	0	0	0	14	16	43	0	0	0	0	0	0	0	73
Level 1 on 2019 statewide Math assessment	0	0	0	12	27	50	0	0	0	0	0	0	0	89

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	10	7	19	27	39	51	0	0	0	0	0	0	0	153

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	6	1	6	4	1	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	3	3	1	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Tuesday 6/2/2020

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	
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

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	
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

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	
	(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	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%
	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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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

ESSA Federal Index	
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 Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	1
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%	0
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%	0
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%	2
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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.

The learning gains in the bottom quartile in Mathematics showed the lowest performance. The lack of rigor in standards aligned instruction, classroom management, student engagement, and data driven instruction contributed to the low performance in this area. As evidenced by STAR Math data, third grade increased from 41% proficient in August to 55% proficient in December. Fourth grade increased from 41% proficient in August to 67% proficient in December. Fifth grade increased from 38% proficient in August to 48% proficient in December.

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

Mathematics achievement and learning gains showed the greatest decline (7%) from the prior year. The lack of rigor in standards aligned instruction, classroom management, student engagement, and

data driven instruction contributed to the low performance in this area. The implementation of the MTSS process was less than optimal.

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.

Mathematics learning gains had the greatest gap when compared to the state average (28%). Ineffective tier one Mathematics instruction and effective implementation of tier two (small group) instruction contributed to the gap.

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 bottom quartile (6%). As evidenced by STAR Reading data, third grade increased from 24% proficient in August to 32% proficient in December. Fourth grade increased from 30% proficient in August to 41% proficient in December. Fifth grade increased from 18% proficient in August to 37% proficient in December. Third grade retained students were ability grouped with one homeroom teacher and the reading interventionist to provide a higher concentration of resources and support. A greater emphasis was placed on English Language Arts instruction in grades four and five.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two potential areas of concern are student's attendance and suspensions.

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

1. Standards aligned instruction (ELA) (Math)
2. Student attendance
3. Out of school suspensions
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale:	<p>Instructional practice in ELA, Mathematics, and Science will focus specifically on how the educator drives instruction in the classroom. By strengthening the educators' instructional practices in the areas of student engagement and standards-aligned instruction, student proficiency will increase. Based on the 2018-2019 school grade data student proficiency, learning gains of all students, and the learning gains of the bottom quartile are the lowest performing areas and a decrease from the 2017-2018 school year.</p> <p>As evidenced by STAR Reading data, third grade increased from 24% proficient in August 2019 to 32% proficient in December 2019. Fourth grade increased from 30% proficient in August 2019 to 41% proficient in December 2019. Fifth grade increased from 18% proficient in August 2019 to 37% proficient in December 2019.</p> <p>As evidenced by STAR Math data, third grade increased from 41% proficient in August 2019 to 55% proficient in December 2019. Fourth grade increased from 41% proficient in August 2019 to 67% proficient in December 2019. Fifth grade increased from 38% proficient in August 2019 to 48% proficient in December 2019.</p> <p>Due to the COVID-19 pandemic school closure, no other ongoing progress monitoring assessments were taken.</p> <p>Our goal is to increase percentages in the seven cells of the school report card to make a grade of "C" or higher during the 2020-2021 school term.</p>
Measurable Outcome:	<p>Philip O'Brien Elementary plans to increase overall student proficiency in ELA from a school wide average of 41% to 50%. Learning gains in ELA will increase from 37% to 46%. Learning gains in the bottom quartile will increase from 36% to 45%. Philip O'Brien Elementary plans to increase overall student proficiency in Mathematics from a school wide average of 38% to 47% by the spring of 2021 as evidenced by FSA and FSAA data. Learning gains will increase from a school wide average of 34% to 43%. Learning gains in the bottom quartile will increase from a school wide average of 27% to 36%. Science proficiency will increase from 38% to 45%.</p>
Person responsible for monitoring outcome:	<p>Charlene Brinson (charlene.brinson@polk-fl.net)</p>
Evidence-based Strategy:	<p>The evidence-based strategy that will be implemented in ELA, mathematics, and science is standards-based instruction delivered through small groups. Small groups will address the struggling, on-grade level, and accelerated students. To monitor the students, benchmark assessments will be administered regularly (during and at the end of learning modules). Professional development and coaching cycles, led by the instructional coaches, will be tiered by novice teachers, new teachers with 1 to 3 years experience, and experienced teachers. At leadership team meetings, the Literacy, Mathematics, and Science coaches will have a weekly log of collaborative planning sessions, PLCs, classroom walkthroughs, training with paraeducators, and coaching cycles as appropriate for discussion.</p>
Rationale for Evidence-based Strategy:	<p>When an educator addresses the intent of the standard, student proficiency will increase. The 2018-2019 FSA/FSAA ELA and Math data indicated that standard-based instruction was limited. Teachers must align their instruction with Florida standards, utilizing Webb's Depth of Knowledge, to reach all students to increase student learning proficiency and close achievement gaps. These evidence based strategies will serve as the guiding forces to collaborative planning. When teachers are involved in collaborative planning, they will</p>

look at where they need to be on the curriculum map, compare that to where they were since the last planning, along with looking at the success of each classroom on the former lesson, and then devise small group instruction based on the instructional strategies of the most successful classroom.

Action Steps to Implement

The Literacy, Mathematics, and Science Coaches will utilize data in both brick and mortar and eSchool settings to assist in collaborative planning sessions, coaching cycles, modeling instruction, non-evaluative observations and feedback and side-by-side teaching. The Literacy and Math Coaches will also develop extended learning lesson plans (teacher use) and curriculum activities (Ready Florida) to address lower performing and accelerated students.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

Under the direction of the Literacy, Mathematics, and Science Coaches, Title I paras will work collaboratively with classroom teachers to meet the needs of students in both brick and mortar and eSchool settings in ELA and Mathematics through small group focused instruction.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

Teachers in both brick and mortar and eSchool settings will meet weekly with administration, Literacy, Mathematics, and Science instructional coaches (site and district based) in collaborative planning and professional development sessions to calibrate the desired expectations.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

Teachers in both brick and mortar and eSchool settings will track math module assessments, weekly 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. Students will track assessment data in personal data portfolios. Teachers will meet with administration for scheduled data chats in the data room to discuss and chart each students' progress throughout the year.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

Teachers in both brick and mortar and eSchool settings 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 on a predetermined schedule set by the district four times per year. 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.

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

Teachers in both brick and mortar and eSchool settings 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 on a predetermined schedule set by the district four times per year. 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.

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

Title One funds will be used to provide school buses in order for students to attend extended learning opportunities after school. 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.

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

Title One funds will be used to provide supplies for small group instruction in both brick and mortar and eSchool settings. Teachers will prepare curriculum materials (copies, notebooks, folders) for students.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

Administration will provide non-negotiables and look for staff in the weekly staff newsletter.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

The Polk County regional ELA and Math Coaches, assigned to Philip O'Brien Elementary, will discuss planning for a deeper understanding of content area standards and pedagogical practices.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

Based on standards, teachers in both brick and mortar and eSchool settings will collaboratively develop success criteria to ensure mastery.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

Teachers in both brick and mortar and eSchool settings will empower students using the gradual release model 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. Students will utilize hands-on manipulatives and problem-solving strategies to demonstrate their understanding of concrete, representational, and abstract math concepts.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

Special Activity pay for teachers for Collaborative Planning after contract hours in both brick and mortar and eSchool settings.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

New media center books will provide students with a greater variety of high interest, low readability books to practice fluency and comprehension.

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

Teachers in both brick and mortar and eSchool settings will provide students with extended passages, gradually increasing in length, throughout the year. The reading passages will include non-fiction, specifically science and social studies topics.

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

Hire 2 classroom paras to push in for small group intervention.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

Purchase NearPod to enhance reading in the content area of science.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

At leadership team meetings, the Literacy, Mathematics, and Science coaches will have a weekly log of collaborative planning sessions, PLCs, classroom walkthroughs, training with paraeducators, and coaching cycles as appropriate for discussion.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

Utilize data to discuss improvements, or lack thereof, in strategies to further increase student performance.

Person Responsible Charlene Brinson (charlene.brinson@polk-fl.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our area of focus is a lack of student attendance. When students are not in attendance, there is a loss of instruction leading to decreased student progress, proficiency, and learning gains. Our goal last year was 95%, but our attainment was 90.48%. According to the Early Warning System, 221 out of 700 students had less than 90% attendance during the 2019-2020 school year.

Measurable Outcome: The measurable outcome for the 2020-2021 school year is to increase student attendance to at least 95% average daily attendance.

Person responsible for monitoring outcome: Tracy Flowers (tflower36@msn.com)

Evidence-based Strategy: Philip O'Brien Elementary will utilize the "Strive for Less Than Five" evidence-based strategy to improve student attendance. This initiative uses communication with students and parents/guardians (postcards, newsletters, fliers, social media) as well as incentives for student attendance improvement. Presenting daily attendance data in a visible area for stakeholders has shown to improve attendance by 2.4%.

Rationale for Evidence-based Strategy: Strive for Less Than Five provides a framework and incentives to encourage parents/guardians and students to be excited about attendance. The program has a monthly outline that makes it easy to understand and implement. Incentives are available to share with students as they meet quarterly goals.

Action Steps to Implement

The attendance team will train all staff members in tier one expectations which will be included in lesson plans that will be delivered by all staff during the first two weeks of school as well as immediately following extended vacations (fall, winter, and spring breaks).

Person Responsible Tracy Flowers (tflower36@msn.com)

Through the Strive for Less Than Five 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)

The attendance and PBIS teams will collaborate to identify students in need of tier two and three attendance interventions during the monthly PBIS meetings. Meetings will be held with the attendance team (attendance manager, school counselor, administration, school social worker, and school resource officer) and parents/guardians of students not meeting quarterly attendance goals to identify further interventions and next steps.

Person Responsible Tracy Flowers (tflower36@msn.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The Philip O'Brien Elementary leadership team will address student suspensions through a strengthened PBIS framework. All school staff will receive training from district and school based staff in the use of PBIS and CHAMPS frameworks as well as the Sanford Harmony curriculum. Teachers will identify problem areas in the classroom and will develop mini-lessons incorporating PBIS and CHAMPS to address their individual classroom needs. School staff will utilize Sanford Harmony curriculum on a daily basis to build relationships between the staff and students.

The school based Behavior Interventionist and/or Assistant Principal will serve as a resource to classroom teachers to implement tier one plans, develop intervention plans to support students receiving tier two and three interventions, and collaborate with district based staff to examine data trends to provide intensive supports for students identified as needing the district "Student Behavior Response Team".

The school counselor will coordinate resources with the school psychologist to further support students who need mental health support.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Philip O'Brien Elementary builds a positive school culture and environment ensuring all stakeholders are involved in a variety of ways. Quarterly report card conference and family dinner nights are scheduled to allow families time to conference with teachers while getting a meal. Administration has an open-door policy with parents/guardians to address concerns quickly to ensure positive interactions between home and school.

Through the School Advisory Council (SAC), stakeholders are invited to attend regularly scheduled meetings to learn about specific school initiatives, updates to school staffing, and ongoing progress monitoring results related to student performance.

The Philip O'Brien Elementary Parent Teacher Organization (PTO) serves as a bridge between the home and school. PTO officers work with school based staff to develop family outreach activities, facilitate fundraisers, and provide incentives for students and staff.

Our Community Assessment Team (CAT) includes stakeholders such as parents, school staff, volunteers,

and community business partners and meets regularly to participate in a state of the school forum.

Volunteers are welcomed at Philip O'Brien Elementary! For the 2019-2020 school year, volunteers gave more than 3,000 hours of their time to the students and staff through mentoring, school beautification, chaperoning field trips, assisting in the media center, and a variety of other ways.

We are strengthening our community business partnerships in the 2020-2021 school year. Business partners helped provide much needed copy paper, materials for family engagement nights, and supported increased student achievement through the Kiwanis "BUG" (Bringing Up Grades) programs during the 2019-2020 school year.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				\$300,626.45
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0151 - Philip O'Brien Elementary School	UniSIG	3.0	\$46,350.00
			<i>Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>			
	5100	210-Retirement	0151 - Philip O'Brien Elementary School	UniSIG		\$4,635.00
			<i>Notes: Retirement - 8.47% - Instructional Personnel</i>			
	5100	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		\$3,545.79
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	0151 - Philip O'Brien Elementary School	UniSIG		\$27,864.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	0151 - Philip O'Brien Elementary School	UniSIG		\$64.80
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		\$88.08
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	6400	130-Other Certified Instructional Personnel	0151 - Philip O'Brien Elementary School	UniSIG	1.0	\$45,908.13
			<i>Notes: Other Certified Instructional - School based/District paid Coaches - Math, Literacy, Science who co-teach, coach, and assist with the instruction of students in classrooms - Science Coach</i>			
	6400	210-Retirement	0151 - Philip O'Brien Elementary School	UniSIG		\$4,590.81

			<i>Notes: Retirement - 8.47% -Coaches - School based /School paid</i>			
	6400	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		\$3,511.97
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	231-Health and Hospitalization	0151 - Philip O'Brien Elementary School	UniSIG		\$9,288.00
			<i>Notes: Health and Hospitalization - School based Coaches - Science</i>			
	6400	232-Life Insurance	0151 - Philip O'Brien Elementary School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Coaches - School based /School paid</i>			
	6400	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		\$87.23
			<i>Notes: Workers Compensation .19% - School based Coaches - Science</i>			
	5100	510-Supplies	0151 - Philip O'Brien Elementary School	UniSIG		\$9,500.00
			<i>Notes: Supplies - Instructional - General Classroom Supplies - Paper, pencils, markers, post it notes, binders, folders, chart paper, etc..</i>			
	5100	644-Computer Hardware Non-Capitalized	0151 - Philip O'Brien Elementary School	UniSIG		\$23,640.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 60 iPads/\$394 each</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0151 - Philip O'Brien Elementary School	UniSIG		\$3,236.00
			<i>Notes: Fixtures and Equipment Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 2 iPad Carts/\$1,618 each</i>			
	5100	519-Technology-Related Supplies	0151 - Philip O'Brien Elementary School	UniSIG		\$6,540.00
			<i>Notes: Technology-Related Supplies - 60 iPad Cases/\$100 each, 3 iPad Pro Cases/\$180 each</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0151 - Philip O'Brien Elementary School	UniSIG		\$3,000.00
			<i>Notes: Capitalized Hardware and Technology-Related Infrastructure - 3 iPad Pros/\$1,000 each</i>			
	5100	530-Periodicals	0151 - Philip O'Brien Elementary School	UniSIG		\$5,000.00
			<i>Notes: Periodicals - Scholastic News</i>			
	6200	610-Library Books	0151 - Philip O'Brien Elementary School	UniSIG		\$7,941.01
			<i>Notes: Library Books - Supplemental media materials and books - Level books, science books</i>			
	5900	510-Supplies	0151 - Philip O'Brien Elementary School	UniSIG		\$6,874.60
			<i>Notes: Supplies - papers, writing utensils, folders, books, to provide supplementary supplies to support extended learning programs - Ready Florida</i>			

	6300	120-Classroom Teachers	0151 - Philip O'Brien Elementary School	UniSIG		\$52,920.00
			<i>Notes: Classroom Teachers Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 42 teachers - 42 hours each Rate of Pay based on CBA Teacher selection - Administrative decision and based on need in choosing personnel Coaches/Admin. will facilitate training</i>			
	6300	130-Other Certified Instructional Personnel	0151 - Philip O'Brien Elementary School	UniSIG		\$6,300.00
			<i>Notes: Other Certified Instructional Personnel Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 5 coaches/interventionists - 32 hours each Rate of Pay per CBA Teacher Selection - Administrative decision and based on need in choosing personnel Coaches/Admin. will facilitate training</i>			
	6300	140-Substitute Teachers	0151 - Philip O'Brien Elementary School	UniSIG		\$2,520.00
			<i>Notes: Substitute Teachers Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) 2 provisionals - 32 hours each Rate of Pay per CBA Teacher Selection - Administrative decision and based on need in choosing personnel Coaches/Admin. will facilitate</i>			
	6300	210-Retirement	0151 - Philip O'Brien Elementary School	UniSIG		\$6,174.00
			<i>Notes: Retirement - 10%- Curriculum Planning</i>			
	6300	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		\$4,723.11
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		\$117.31
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
	5100	510-Supplies	0151 - Philip O'Brien Elementary School	UniSIG		\$8,500.00
			<i>Notes: Classroom Libraries and/or guided reading books; 34 classrooms/\$250 per classroom</i>			
	5100	519-Technology-Related Supplies	0151 - Philip O'Brien Elementary School	UniSIG		\$6,000.00
			<i>Notes: Technology-Related Supplies Technology-Related Supplies; ink/toner</i>			
	5900	120-Classroom Teachers	0151 - Philip O'Brien Elementary School	UniSIG		\$900.00
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 2 teachers, 23 hours per teacher</i>			
	5900	130-Other Certified Instructional Personnel	0151 - Philip O'Brien Elementary School	UniSIG		\$529.92
			<i>Notes: Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring 1 IP, 23 hours per IP</i>			
	5900	210-Retirement	0151 - Philip O'Brien Elementary School	UniSIG		\$142.99
			<i>Notes: Retirement</i>			
	5900	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		\$109.39
			<i>Notes: SS</i>			

	5900	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		\$2.71
			Notes: WC			
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
Total:						\$310,008.75