Philip O'Brien Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 7/23/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	68%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Philip O'Brien Elementary we provide a high quality education for all students. We model for our students the behaviors and expectations of life-long learners who recognize the talents within themselves and others, respect individual and cultural difference and appreciate the roles as stewards of our planet.

We create an environment that instills in our students the insight to value and take responsibility for their own learning, while encouraging them to be curious inquirers and they interact with the world around them.

We empower student to take their learning to thoughtful and appropriate actions that affect our community.

Provide the school's vision statement.

We, at Philip O'Brien Elementary, are committed to 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	Position Title	Job Duties and Responsibilities
Huntley, Charlie	Principal	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. Academics: • 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. Behavior: • 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. Aesthetics/Safety: • 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. And all other duties as assigned by the Superintendent, her designee and/or and as the need arises.
Flowers, Tracy	Assistant Principal	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. Throughout the year, she provides professional learning sessions related to classroom management and discipline interventions.
Sanders, Krystal	Reading Coach	As the literacy coach, Ms. Sanders works collaboratively with teachers to plan lessons designed to reach the depth of the Florida standards while aligning

Name	Position Title	Job Duties and Responsibilities
		learning targets to tasks. She participates in collaborative planning sessions and coaching cycles with teachers. She serves as the Campus Induction Coordinator and PEC Mentor for new teachers.
Pollan, Kimberly	Math Coach	As the mathematics coach, Mrs. Pollan works collaboratively with teachers to plan lessons designed to reach the depth of the Florida standards while aligning learning targets to tasks. Mrs. Pollan has worked with district-level leadership to help create lessons and activities for the new BEST Standards in grades K-2.
Barnett, Jennifer	Science 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. She works collaboratively with Krystal Sanders, literacy coach, to promote embedded cross-curricular reading and writing in the science instructional block.
O'Grady, Robyn	Teacher, K-12	As the Title One Facilitator/Reading Interventionist, Mrs. O'Grady works collaboratively with teachers to meet the needs of struggling students. She will work with students in Kindergarten, first, and second grades to accelerate learning through small group focused instruction.
Hollen, Evelyn	Principal	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. Academics: • 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. Behavior: • 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

Name	Position Title	Job Duties and Responsibilities
		campus. Aesthetics/Safety: • 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. And all other duties as assigned by the Superintendent, her designee and/or and as the need arises.
Gipson, Azure	Teacher, K-12	As the Reading Interventionist, Mrs. Gipson will work collaboratively with teachers to meet the needs of struggling students. She will work with third, fourth, and fifth-grade students in the bottom quartile to remediate and accelerate ELA instruction.
Murphy, Carla	Teacher, K-12	As the Math Interventionist, Mrs. Murphy will work collaboratively with teachers to meet the needs of struggling students. She will work with third, fourth, and fifth-grade students in the bottom quartile to remediate and accelerate Math instruction.

Demographic Information

Principal start date
Tuesday 7/23/2019, 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
43

Total number of students enrolled at the school
620

Identify the number of instructional staff who left the school during the 2020-21 school year.
11

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

Demographic Data

Early Warning Systems

2021-22

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	0	104	95	107	122	91	0	0	0	0	0	0	0	519
Attendance below 90 percent	0	55	46	40	51	27	0	0	0	0	0	0	0	219
One or more suspensions	0	7	19	8	11	16	0	0	0	0	0	0	0	61
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	16	43	0	0	0	0	0	0	0	73
Level 1 on 2019 statewide FSA Math assessment	0	0	0	12	27	50	0	0	0	0	0	0	0	89
Number of students with a substantial reading deficiency	0	30	64	46	50	34	0	0	0	0	0	0	0	224

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	0	33	41	23	40	53	0	0	0	0	0	0	0	190

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	1	4	8	15	12	27	0	0	0	0	0	0	0	67
Students retained two or more times	0	0	0	0	0	4	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 7/22/2021

2020-21 - 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	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

2020-21 - 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	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	51%	57%	46%	50%	56%
ELA Learning Gains				37%	51%	58%	41%	51%	55%
ELA Lowest 25th Percentile				36%	49%	53%	30%	45%	48%
Math Achievement				38%	57%	63%	45%	58%	62%
Math Learning Gains				34%	56%	62%	41%	56%	59%
Math Lowest 25th Percentile				27%	47%	51%	23%	44%	47%
Science Achievement				38%	47%	53%	36%	53%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	44%	52%	-8%	58%	-14%
Cohort Comparison						
04	2021					
	2019	35%	48%	-13%	58%	-23%
Cohort Comparison		-44%				
05	2021					
	2019	36%	47%	-11%	56%	-20%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	56%	-19%	62%	-25%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	33%	56%	-23%	64%	-31%
Cohort Comparison		-37%				
05	2021					
	2019	32%	51%	-19%	60%	-28%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	45%	-12%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA
Grade K, 1 & 2 - STAR Early Literacy and/or STAR Reading
Grade 3, 4 & 5 - STAR Reading

Math
Grade 1-5 - STAR Math

Science
Grade 5 - District Quarterly Science Assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	68	47
	Economically Disadvantaged	46	67	45
	Students With Disabilities	17	40	
	English Language Learners	17	45	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66	62	45
	Economically Disadvantaged	64	55	40
	Students With Disabilities	17	20	14
	English Language Learners	75	45	13

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	28	26
	Economically Disadvantaged	31	27	24
	Students With Disabilities	18	20	25
	English Language Learners	8	7	7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	38	30
	Economically Disadvantaged	42	38	28
	Students With Disabilities	45	44	25
	English Language Learners	33	23	21

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	40	39
	Economically Disadvantaged	37	39	38
	Students With Disabilities	8	15	21
	English Language Learners	24	26	26
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	41	37
	Economically Disadvantaged	26	43	31
	Students With Disabilities	15	23	31
	English Language Learners	12	25	17

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	41	28
	Economically Disadvantaged	23	34	24
	Students With Disabilities	8	13	11
	English Language Learners	6	21	5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	37	24
	Economically Disadvantaged	31	31	21
	Students With Disabilities	4	4	
	English Language Learners	17	32	19

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	29	38
	Economically Disadvantaged	31	23	35
	Students With Disabilities	13		12
	English Language Learners	18	14	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	36	40
	Economically Disadvantaged	33	32	38
	Students With Disabilities	20	19	18
	English Language Learners	40	21	33
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	38	59
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	15	22		21	50		23				
ELL	21	31		19	54		40				
BLK	15	30	40	21	44	40	41				
HSP	23	35		20	47		28				
MUL	42			50							
WHT	50	52		53	74		65				
FRL	26	38	50	27	52	56	44				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	33
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	34
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	46
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	59
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that have emerged are winter scores in core content areas are higher overall. Our Caucasian and multi-racial groups scored above 41% according to ESSA. The lowest-performing sub-group are the students with disabilities (SWD). Students achieved slightly higher proficiency in math over ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components demonstrating the greatest need for improvement are meeting the needs of school SWD and ELL sub-groups. We also feel we need to strengthen K, 1 & 2 curriculum instruction as well as increase proficiency in math and ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors that led to this need for improvement are the lack of collaborative planning opportunities and the lack of collaborative learning structure opportunities among students. We plan to address this need for improvement by implementing after-school and weekend professional learning opportunities taught by district and school-based instructional coaches to improve teacher practice and efficacy. We will also train teachers to incorporate collaborative learning structures to enhance student engagement and productivity.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components that showed the most improvement are grade 3 math - 10% proficiency gain from fall to winter, Grade 1 Early Literacy Economically Disadvantaged - 46% proficient in the Fall to 67% proficient in the Winter, and Grade 1 Star Early Literacy English Language Learners - 17% proficient in the Fall to 45% proficient in the Winter.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The factors that contributed to this improvement in Grade 3 Math are the increase in instructional efficacy. In Grade 1 Early Literacy Economically Disadvantaged and English Language Learners, there was a positive collaboration with peers and implementation of small group expectations.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, we plan to implement the following strategies. In Math, we will train and implement inquiry-based learning and the use of manipulatives. In English Language Arts, we will implement explicit phonics instruction (K-2) and inclusion of student-specific skills needed to be successful at grade-level standards and beyond. In Science, we will increase the writing capacity of students by structuring Science instruction based on CER development.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school to support teachers and leaders will address each instructional content area. In Math, we will train on the implementation of inquiry-based learning and the use of manipulatives. In English Language Arts, we will train on the implementation of explicit phonics instruction (K-2) and inclusion of student-specific skills needed to be successful at grade-level standards and beyond. In Science, we will train on increasing the writing capacity of students by structuring Science instruction based on CER development.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include the addition of reading and math interventionist positions, additional professional learning opportunities offered throughout the school year and summer, and utilizing an outside source to provide student tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Instructional practice in ELA 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.
Measurable Outcome:	Philip O'Brien Elementary plans to increase overall student proficiency in English Language Arts to a school wide average of 50%. Learning gains in English Language Arts will increase to a school wide average of 46%. Bottom quartile learning gains in English Language Arts will increase to a school wide average of 45%.
Monitoring:	School administration and the leadership team will monitor all classrooms on a daily basis. As trends are discovered, they will be addressed via the coaching model with school and district based coaches and/or school administration. Regularly scheduled progress monitoring will also take place throughout the year. As data is gathered, teachers will make adjustments to instruction following data chats with administration.
Person responsible for monitoring outcome:	Evelyn Hollen (evelyn.hollen@polk-fl.net)
Evidence-based Strategy:	The evidence-based strategy that will be implemented in English Language Arts is standards-based instruction delivered through small groups. Small group instruction will address students on all instructional levels. To monitor the students, benchmark assessments will be administered regularly. Professional development and coaching cycles, led by the school and district-based 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.
Rationale for Evidence-based Strategy:	When an educator addresses the intent of the standard, student proficiency will increase. Teachers must align their instruction with the new BEST standards in grades K-2 and Florida standards in grades 3-5. When teachers are involved in collaborative planning, they will look at where they need to be on the curriculum map, compare that to where they were since the last planning session, 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 Coach will utilize data to assist in collaborative planning sessions, coaching cycles, modeling instruction, non-evaluative observations and feedback and side-by-side teaching.

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

Under the direction of the Literacy Coach, Title I paraeducators will work collaboratively with the classroom teachers to meet the needs of students through small group focused instruction.

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

Teachers will meet weekly with the administration and the Literacy Coach (school and district-based) in collaborative planning and professional development sessions to calibrate the desired expectations.

Person Responsible Evelyn Hollen (evelyn.hollen@polk-fl.net)

Teachers will track weekly reading 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 the administration for scheduled data chats in the data room to chart each student's progress throughout the year.

Person Responsible Evelyn Hollen (evelyn.hollen@polk-fl.net)

Teachers and administration will utilize ongoing progress monitoring and prior year FSA data to identify students in need of additional instructional opportunities for the extended learning program coordinated with Learning Resource Center. 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 Evelyn Hollen (evelyn.hollen@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 is vast, and many families do not have transportation to ensure students' attendance at extended learning sessions.

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

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

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

Teachers 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.

Person Responsible Evelyn Hollen (evelyn.hollen@polk-fl.net)

Special activity pay for teachers for Collaborative Planning after contract hours.

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

Teachers will utilize the writing scope and sequence, developed in conjunction with Educational Directions, to deliver writing instruction. WriteScore will be used to monitor student progress.

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

Teachers will use the CER (Claims Evidence Reasoning) model to incorporate writing in science instruction. This will strengthen informational and text-based writing.

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

Teachers will empower students using the inquiry-based 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 Kimberly Pollan (kimberly.pollan@polk-fl.net)

Teachers will incorporate Reflex Math to increase student fact fluency.

Person Responsible Kimberly Pollan (kimberly.pollan@polk-fl.net)

Teachers will track math module 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 the administration for scheduled data chats in the data room to chart each student's progress throughout the year.

Person Responsible Kimberly Pollan (kimberly.pollan@polk-fl.net)

#2. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	We will strengthen our focus on the instruction in Kindergarten, first and second grades specifically to enhance the acceleration that must take place in third, fourth, and fifth grades. In reviewing second-grade STAR Reading and/or Early Literacy data, we found that the majority of students (61%) were not reading at or above grade level. All students should leave our primary grades meeting this goal.
Measurable Outcome:	Student proficiency data in both ELA and mathematics in grades K-2 will increase by at least ten percentage points over the 2020 - 2021 school year.
Monitoring:	School leadership will focus on managing accountability systems that focus on collecting data and driving instruction in grades K-2. Data chats will take place at frequent, regular intervals with teachers in these grade levels. Data chats will focus on what teachers are modifying in their instructional practice to move students towards proficiency. Data chats will focus on multiple data points including STAR and other assessments that measure foundational skills needed for success in literacy and mathematics.
Person responsible for monitoring outcome:	Charlie Huntley (charlie.huntley@polk-fl.net)
Evidence-based Strategy:	Research shows that using data in instructional decision-making can lead to improved student performance (Wayman, 2005). With an increased focus on data discussions and decision-making, positive growth in instructional rigor, accountability, and proficiency across the primary grade levels will occur.
Rationale for Evidence-based Strategy:	When school leaders and educators focus intently on multiple data points and then make adjustments to instructional practices, student proficiency will increase. Leaders and teachers must know and understand the data in grades K-2 to provide foundational support and proficiency as students move into the intermediate grades. As we strengthen our foundation in the primary grades, the intermediate grade teachers will be able to further accelerate students towards academic success.

Action Steps to Implement

Data chats will occur at regular, frequent intervals with teachers in grades K-2 to examine ongoing progress monitoring data.

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

Teachers will make changes to instructional practices and delivery based on multiple data points (STAR, formative and summative assessments). Changes will be documented through observations, lesson plans, and collaborative planning.

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

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Historical data and trends at Philip O'Brien Elementary show proficiency in English Language Arts has been below 50%. In 2020 - 2021, the overall school proficiency in ELA was 31% (clean data) (3rd - 25%, 4th - 25%, 5th - 33% raw data). The need is there to increase foundational phonics skills and decoding skills so students can read for comprehension.
Measurable Outcome:	40% of students in third through fifth grades will score at the proficient level (Level 3) or higher as evidenced by the 2021 - 2022 FSA and FSAA data. 85% of students in grades Kindergarten through second will leave their grade level reading at or above grade level according to STAR Reading or STAR Early Literacy data.
Monitoring:	Monitoring will be based on quarterly STAR Reading and STAR Early Literacy assessments. Teachers in grades K - 2 will monitor more frequently using varied data sets such as sight word recognition, letter recognition/sound correspondence, and comprehension. Teachers in grades 3 - 5 will monitor using the biweekly Florida Wonders reading assessment and a weekly progress monitoring formative assessment.
Person responsible for monitoring outcome:	Evelyn Hollen (evelyn.hollen@polk-fl.net)
Evidence-based Strategy:	Students will use Words Their Way and STAR to develop phonological skills to improve reading and writing. Http://donaldrbear.com/we-content/uploads/2019/10/wow-final-report-revised.pdf https://assets.pearsonschool.com/asset_mgr/current/201113/pd_wtw_results.pdf Support materials for Words Their Way will be purchased using non-Title One funds.
Rationale for Evidence-based Strategy:	Students in grades K - 2 are not progressing from STAR Early Literacy into STAR Reading. They continue to struggle with foundational phonics skills which prevent them from moving on to higher level thinking activities. Based on initial WriteScore writing samples, 33% of students in grades 3 through 5 scored below sufficient in the area of conventions for English. They lack a basic understanding of using phonics to communicate their thoughts through writing.

Action Steps to Implement

Maximize instructional time with high student engagement.

Teachers will follow instructional timeframes which specify precise time allotment for each component of the instructional block and monitored through classroom observations based on the teacher's tiered level of need.

Weekly data analysis of formative assessments to verify individual student mastery or partial mastery of the standards.

Implement data-driven Power Hour to address individual student needs using research-based resources and teaching strategies. Additional support staff will be utilized to ensure differentiated instruction for intensive instruction.

Instructional staff, including both teachers and para-educators, will receive professional development in high yield research to maximize student achievement to close foundational gaps and ensure learning gains for each student through extended planning.

Person Responsible   Evelyn Hollen (evelyn.hollen@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The primary area of concern is the high number of out-of-school suspensions. From 2014 to 2019, the number of suspensions more than doubled. With strengthened PBIS and CHAMPS frameworks, including structured student lessons and staff professional development and training, we have reduced the number of out-of-school suspensions in the 2020 - 2021 school year. Frequent sharing of discipline data with all staff members and stakeholders has also contributed to the decline. The addition of a Behavior Interventionist has also assisted in reducing the number of suspensions as well as the number of office discipline referrals through targeted classroom management coaching and student mentoring.

The secondary concern is the number of physical incidents between students. Students frequently lack the ability to communicate or express their feelings with other students. Instead, they use physical means to express themselves. They have not yet learned the skills to mediate disagreements.

We will monitor behavior or discipline data through monthly disaggregation with the PBIS team followed by a share out with the entire staff in faculty meetings. The PBIS team has grade level representation and meets monthly to review data, design interventions, and facilitate rewards for students and staff. Our district PBIS contact is also part of the school-based team and works with us to decrease office discipline referrals and suspensions.

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.

Positive Behavior Interventions and Supports is the framework used to build positive school culture and environment with students and staff. Sanford Harmony is the social emotional curriculum that is used on a daily basis in each classroom to build relationships with students. We utilize these methods and the brain-

based science behind them to help staff connect with our students. Our behavior interventionist works with staff to provide strategies to enhance classroom management and support students who struggle with behavior. She also works with students to put strategies in place to be successful in the classroom. We also recognize positive behavior choices through the "Positive Behavior Referral" incentive.

Teambuilding is embedded throughout the year to enhance positive staff culture. We recognize staff via the "A Compliment and a Coke" section of the weekly staff newsletter. The staff social committee organizes regularly scheduled events to build camaraderie amongst the staff.

To promote a positive school culture and environment with parents and external stakeholders, we ensure a welcoming atmosphere. After school events such as the annual "Trunk or Treat", quarterly report card conference and family dinner nights, and regularly scheduled family involvement nights promote a sense of community.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Philip O'Brien Elementary staff members promote a positive culture and environment by welcoming students, their families, and guests to our campus. Our goal is to recognize each student, family, or guest in the office within five seconds with a big smile and a grand hello. Customer service must be a priority to build positive and mutually respectful relationships.

We are fortunate to have a strong volunteer base. Retired staff members, parents, and community members have built our volunteer program into a "Golden School" award winner. Our volunteers work to assist students and staff in a variety of ways from mentorships, classroom assistance, working with parents to identify community resources, and assisting at school events when additional adults are needed to make the event a success.

Our Community Business Partner program is growing! In the past three years, we've welcomed the Citrus Center Kiwanis Club to sponsor the "Bringing Up Grades" program. This initiative provides students with an ice cream social if they increase their academic or behavior grades or have perfect attendance during the grading quarter. We've welcome new business partners such as Millshire Realty who sponsored after-school family involvement events in coordination with the school PTO. First United Methodist Church also partners with us to recognize staff through appreciation lunches, mentorships with at-risk students and serving on the School Advisory Council or Community Assessment Team.

Finally, our parents and guardians work to promote a positive culture and environment at the school by working with school staff to put students first. Administration has an open-door policy where parents and guardians feel welcome to share concerns at any time. Knowing you can count on your child's administrator to address concerns in a quick and meaningful manner promotes a mutually respectful relationship leading to a positive school experience. Word of mouth quickly spreads that the staff cares and that you want your child going to Philip O'Brien Elementary. This then increases participation in PTO, after-school events, membership in the School Advisory Council or Community Assessment Team, or volunteering their time at the school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction			$263,570.81
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	6400	130-Other Certified Instructional Personnel	0151 - Philip O'Brien Elementary School	UniSIG	1.0	$48,517.27
		Notes: Other Certified Instructional Personnel- School based/District paid Coaches - Science coach who co-teach, coach, and assist with the instruction of students in classrooms				
	6400	210-Retirement	0151 - Philip O'Brien Elementary School	UniSIG		$5,249.58
		Notes: Retirement - 10.82% -Coaches - School based /School paid - 1 Science Coach				
	6400	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		$3,711.57
		Notes: Social Security - 7.65% staff development activities for instructional staff at the school				
	6400	231-Health and Hospitalization	0151 - Philip O'Brien Elementary School	UniSIG		$9,288.00
		Notes: Health and Hospitalization - School based Coaches - Math, Literacy, Science				
	6400	232-Life Insurance	0151 - Philip O'Brien Elementary School	UniSIG		$21.60
		Notes: Life Insurance - Coaches - School based /School paid				
	6400	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		$92.18
		Notes: Workers Compensation .19% - School based Coaches - Math, Literacy, Science				
	5100	150-Aides	0151 - Philip O'Brien Elementary School	UniSIG	3.0	$48,953.98
		Notes: Aides Paraprofessionals - Salaries - - who work under the direct supervision of a teacher to work with small groups of students in need of remediation				
	5100	210-Retirement	0151 - Philip O'Brien Elementary School	UniSIG		$5,296.82
		Notes: Retirement - 10.82% - Instructional Personnel -				
	5100	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		$3,744.98
		Notes: Social Security -7.65% -Instructional personnel				
	5100	231-Health and Hospitalization	0151 - Philip O'Brien Elementary School	UniSIG		$27,864.00
		Notes: Health and Hospitalization - Instructional Personnel				
	5100	232-Life Insurance	0151 - Philip O'Brien Elementary School	UniSIG		$64.80
		Notes: Life Insurance- Instructional personnel				
	5100	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		$93.01
		Notes: Workers Compensation - .19% - Instructional Personnel				
	6300	120-Classroom Teachers	0151 - Philip O'Brien Elementary School	UniSIG		$27,760.80
		Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours - 15 Teachers, 44 hours each @ $35 per hour - 15 Teachers, 16 hours each @ $19.42 per hour				
	6300	130-Other Certified Instructional Personnel	0151 - Philip O'Brien Elementary School	UniSIG		$8,335.04

			Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists - 4 Coaches/ Interventionists, 44 hours each @ $35 per hour - 7 Coaches/Interventionists, 16 hours each @ $19.42 per hour			
	6300	140-Substitute Teachers	0151 - Philip O'Brien Elementary School	UniSIG		$3,600.00
			Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) -4 Provisionals, 60 hours each @ $15 per hour			
	6300	210-Retirement	0151 - Philip O'Brien Elementary School	UniSIG		$4,295.09
			Notes: Retirement - 10.82%- Curriculum Planning			
	6300	220-Social Security	0151 - Philip O'Brien Elementary School	UniSIG		$3,036.73
			Notes: Social Security - 7.65% - Curriculum Planning			
	6300	240-Workers Compensation	0151 - Philip O'Brien Elementary School	UniSIG		$75.42
			Notes: Workers Compensation - .19% - Curriculum Planning			
	5100	510-Supplies	0151 - Philip O'Brien Elementary School	UniSIG		$13,595.81
			Notes: Office Supplies - Paper, pencils, markers, notebooks, post its, etc...			
	5100	644-Computer Hardware Non-Capitalized	0151 - Philip O'Brien Elementary School	UniSIG		$19,351.00
			Notes: Computer Hardware Non-Capitalized - $250.00 to $999.99 - 49 iPads			
	5100	519-Technology-Related Supplies	0151 - Philip O'Brien Elementary School	UniSIG		$4,898.00
			Notes: Technology-Related Supplies 49 iPad Cases			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0151 - Philip O'Brien Elementary School	UniSIG		$1,618.00
			Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to $1,000- 1 iPad Cart			
	5100	644-Computer Hardware Non-Capitalized	0151 - Philip O'Brien Elementary School	UniSIG		$1,100.00
			Notes: Computer Hardware Non-Capitalized - $250.00 to $999.99 - 1 iPad Pro			
	5100	519-Technology-Related Supplies	0151 - Philip O'Brien Elementary School	UniSIG		$179.00
			Notes: Technology-Related Supplies 1 iPad Pro Case			
	5100	519-Technology-Related Supplies	0151 - Philip O'Brien Elementary School	UniSIG		$149.00
			Notes: Technology-Related Supplies 1 Apple TV			
	5100	510-Supplies	0151 - Philip O'Brien Elementary School	UniSIG		$8,750.00
			Notes: Classroom Libraries and/or guided reading books - 35 Teachers @ $250 per teacher			
	6200	610-Library Books	0151 - Philip O'Brien Elementary School	UniSIG		$5,250.00

			Notes: Library Books - Supplemental media materials and books - Level books, science books,			
	5100	530-Periodicals	0151 - Philip O'Brien Elementary School	UniSIG		$3,824.00
			Notes: Periodicals - Scholastic News			
	5100	510-Supplies	0151 - Philip O'Brien Elementary School	UniSIG		$3,315.72
			Notes: Math and Science Manipulatives			
	5900	310-Professional and Technical Services	0151 - Philip O'Brien Elementary School	UniSIG		$1,539.41
			Notes: LRC Tutoring Contract			
2	III.A.	**Areas of Focus: Leadership: Managing Accountability Systems**				**$0.00**
3	III.A.	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$273,006.25**