

Polk County Public Schools

Philip O'Brien Elementary School



2022-23 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: 6/3/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (43%) 2018-19: D (36%) 2017-18: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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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1225 LIME ST E, Lakeland, FL 33801

schools.polk-fl.net/philipobrien

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>72%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

We will provide a high-quality learning experience to a diverse community of learners that will enable all students to master skills necessary for success at the next level of their academic and personal endeavors.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
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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 ongoing 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 as the need arises.

Name	Position Title	Job Duties and Responsibilities
Flowers, Tracy	Assistant Principal	<p>The responsibilities of the assistant principal include, but are not limited to:</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 ongoing 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 as the need arises.</p>
Barnett, Jennifer	Instructional Coach	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		Sanders, literacy coach, to promote embedded cross-curricular reading and writing in the science instructional block.
Sanders, Krystal	Instructional 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 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	Instructional 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.
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.
Breyer, David	Behavior Specialist	As the Behavior Interventionist, Mr. Breyer will work collaboratively with teachers to implement best practices in classroom management to promote positive behavior and increase student engagement. Mr. Breyer will also work with students who need additional assistance with positive behavior choices in the classroom and around the school community through daily check-ins and small group support.
Harler, Pamela	Teacher, ESE	As the LEA Facilitator, Mrs. Harler will provide support to ESE teachers to keep IEPs up to date and in compliance. She will serve as a liaison between the ESE teachers and paraeducators and the leadership team to make sure the needs of those students and staff members are being met. She will work with the district staffing specialist to ensure IEPs are completed accurately, and that new students who enroll at Philip O'Brien Elementary are placed in the correct service model. Mrs. Harler will also provide support during FTE weeks to ensure that the matrix of each student is reported correctly, students are scheduled in appropriate service models and therapies, and will work with the terminal operator to ensure FTE is accurate and results in no loss of funding.

Demographic Information

Principal start date

Monday 6/3/2019, Charlie Huntley

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

1

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 2021-22 school year.

25

Identify the number of instructional staff who joined the school during the 2022-23 school year.

21

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	97	91	117	86	108	111	0	0	0	0	0	0	0	610
Attendance below 90 percent	50	48	63	44	47	47	0	0	0	0	0	0	0	299
One or more suspensions	15	16	27	30	31	26	0	0	0	0	0	0	0	145
Course failure in ELA	5	23	57	22	20	22	0	0	0	0	0	0	0	149
Course failure in Math	2	18	30	27	21	34	0	0	0	0	0	0	0	132
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	39	46	46	0	0	0	0	0	0	0	131
Level 1 on 2022 statewide FSA Math assessment	0	0	0	29	50	39	0	0	0	0	0	0	0	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	65	71	0	0	0	0	0	0	0	136

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	2	5	2	31	0	0	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	5	1	2	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Wednesday 6/29/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	47%	56%				41%	51%	57%
ELA Learning Gains	49%						37%	51%	58%
ELA Lowest 25th Percentile	49%						36%	49%	53%
Math Achievement	38%	42%	50%				38%	57%	63%
Math Learning Gains	58%						34%	56%	62%
Math Lowest 25th Percentile	50%						27%	47%	51%
Science Achievement	23%	49%	59%				38%	47%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	52%	-8%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	35%	48%	-13%	58%	-23%
Cohort Comparison		-44%				
05	2022					
	2019	36%	47%	-11%	56%	-20%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	56%	-19%	62%	-25%
Cohort Comparison		0%				
04	2022					
	2019	33%	56%	-23%	64%	-31%
Cohort Comparison		-37%				
05	2022					
	2019	32%	51%	-19%	60%	-28%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	45%	-12%	53%	-20%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	43	53	23	45	35	13				
ELL	24	43	33	27	65	55	6				
BLK	19	44	54	22	44	37	12				
HSP	38	47	37	40	65	56	17				
MUL	47	36		38	20						
WHT	41	57	70	52	69		34				
FRL	28	46	49	32	55	51	18				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
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	55
Total Points Earned for the Federal Index	355
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	54
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Across each grade level in ELA and Mathematics, proficiency remains below 50%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement, as evidenced by 2022 FSA data, is in third grade English Language Arts. Although we improved 1% from last year, a proficiency rate of 26% is unacceptable.

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

Lack of strong instructional foundation in grades K - 2

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Fifth grade math showed the most improvement over the 2021 FSA data. This cohort increased their proficiency rate from 17% to 38%.

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

Strong teacher pedagogy and content-area knowledge contributed to this increase in fifth grade mathematics. We fully departmentalized fifth grade putting the teachers in the content area they were strongest.

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

We will continue with Power Hour instruction to increase proficiency in English Language Arts. We will also continue the implementation of inquiry-based learning in mathematics using hands-on manipulatives. In science, we will continue the use of student writing through 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.

We will train staff on best strategies in reading instruction to maximize opportunities in Power Hour. We will provide training on inquiry-based learning and manipulatives in Mathematics. In science, we will train staff on increasing the writing capacity of students using the CER framework.

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 continuation of reading and math interventionists, additional professional development opportunities offered throughout the school year and summer, utilizing an outside source to provide student tutoring, and continuing professional learning communities and data analysis meetings through after-school staff meetings.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data from the most recent Florida Standards Assessment (FSA) shows that students are showing learning gains from year to year, student proficiency in English Language Arts and Mathematics continues to fall below 50%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Data from this year's state assessment will show a minimum of 5% proficiency increase in each grade and content area.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor this action step by examining progress monitoring data throughout the instructional year. These checks throughout the year will provide opportunities to examine student work and their movement towards proficiency. These checks will also provide staff time to make changes to instruction and instructional groups to maximize student interventions and supports.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will monitor students engaging in equivalent experiences aligned to the state expectations.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students must be exposed to grade level standards-based activities, model questions, and academic vocabulary in order to be successful.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will conduct calibration walks as evidenced by the calibration walk calendar until the team shows 90-100% consistency.

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

We will provide training on the district walkthrough tool with the leadership team.

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

We will include school walkthrough data review to every leadership team meeting agenda. The leadership team will discuss glows, grows, and areas for needed change.

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

We will monitor school walkthrough data and the impact with collaborative planning.

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

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data from the most recent Florida Standards Assessment (FSA) shows that students are showing learning gains from year to year, student proficiency in English Language Arts and Mathematics continues to fall below 50%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Data from this year's state assessment will show a minimum of 5% proficiency increase in each grade and content area.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor this action step by examining progress monitoring data throughout the instructional year. These checks throughout the year will provide opportunities to examine student work and their movement towards proficiency. These checks will also provide staff time to make changes to instruction and instructional groups to maximize student interventions and supports.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will also implement standards-based planning using the Learning Arc framework with teachers.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

As we plan these lessons, we must continue monitoring that the tasks are aligned to the standards and meet the needs for students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The master schedule will provide an uninterrupted block of 50 minutes for collaborative planning.

Person Responsible Tracy Flowers (tflower36@msn.com)

Assign and train planning facilitators.

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

Include weekly collaborative planning logs in weekly leadership team meetings for review.

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

We will monitor school walkthrough data and the impact with collaborative planning.

Person Responsible Douglas Hunt (douglas.hunt@polk-fl.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Data from the most recent STAR (April 2022), shows that the Kindergarten cohort now moving to first grade has a 47% proficiency rate. The first grade cohort moving to second has a 31% proficiency rate. The second grade cohort moving to third grade has a 20% proficiency rate.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Data from the most recent Florida Standards Assessment (FSA) shows that students are showing learning gains from year to year, student proficiency in English Language Arts and Mathematics continues to fall below 50%. We will focus on standards-aligned instruction and collaborative planning to increase student proficiency.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Data from this year's state assessment will show a minimum of 5% proficiency increase in each grade.

Grades 3-5: Measureable Outcome(s)

Data from this year's state assessment will show a minimum of 5% proficiency increase in each grade.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will monitor this action step by examining progress monitoring data throughout the instructional year. These checks throughout the year will provide opportunities to examine student work and their movement towards proficiency. These checks will also provide staff time to make changes to instruction and instructional groups to maximize student interventions and supports.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Huntley, Charlie, charlie.huntley@polk-fl.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will monitor students engaging in equivalent experiences aligned to the state expectations. Monitoring will be done weekly through a leadership team planning/monitoring/coaching schedule that is built during the weekly leadership team meetings gathering insight and data from each leadership team member. We will ensure that all five components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) are taught in every grade level. Data chats will occur three times per year with administration and teachers to ensure teachers are aware of the data and discussions will occur on how to adjust instruction to meet the needs of all students.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Monitoring is key to ensuring standards-aligned instruction is taking place in the classrooms following grade level collaborative planning sessions and weekly professional learning communities. As evidenced by our most recent FSA data, we saw increases in student proficiency, learning gains for all students, and learning gains for the bottom quartile.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The leadership team will tier all teachers as all teachers will deliver Power Hour instruction.	Huntley, Charlie, charlie.huntley@polk-fl.net
The literacy coach will complete weekly literacy coaching cycles to strengthen standards-aligned instruction.	Sanders, Krystal, krystal.sanders@polk-fl.net
Administrators will lead after school professional learning sessions to strengthen teacher pedagogy and efficacy.	Flowers, Tracy, tflower36@msn.com
The leadership team along with trained paraeducators and support staff will push into third grade power hour daily to provide support in small group instruction to move these students toward proficiency.	O'Grady, Robyn, robyn.ogrady@polk-fl.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Each morning, during morning announcements, student leaders read the news of the day which includes the school-wide ROAR expectations (R - Respectful, O - Organized and ready to learn, A - Always safe, R - Responsible). We discuss a "PBIS Focus" for the week (example: how we can be respectful of others).

Students are recognized for making positive choices through the PBIS Rewards application which is new to the school this year. Students can earn unlimited points throughout the month to "pay" for the monthly "ROARabration" reward and shop in the new PBIS store. This app lets students and parents access it from anywhere to shop together to build positive culture from school to home.

Students can also earn a "Positive Behavior Referral" for going above and beyond for their fellow students, staff, or school visitors. The referral is connected to the school-wide expectations. Once students receive a referral, they bring it to the office where they get to make a positive phone call home, have their photo taken, and shop in the treasure box. The referral and photo are posted in the dining room for all students to see and be encouraged that they, too, can work hard and earn a positive behavior referral.

We also recognize our staff members for their contributions to a positive school culture and environment. Staff members earn points on the PBIS app and are recognized with a "Compliment and a Coke" in the weekly staff newsletter. The school-wide PBIS team checks staff points monthly and awards staff who earn a certain number of points

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

The school leadership team is responsible for modeling and promoting a positive school culture and environment. We also have assistance and support from Charles Morrison (District PBIS Facilitator), Susan Owens (District Behavior Specialist), and Joanna Rizzo (Academic & Behavior Support Teacher). Mr. Morrison provides assistance to teachers and staff with best practices in classroom management, implementation of PBIS, and incorporating CHAMPS into lessons. Ms. Owens provides support for tier two supports for classroom teachers and/or students. Ms. Rizzo provides individualized, tier three supports when needed.

In the community, our PTO members also enhance positive school culture and environment. This year's executive board consists of Shlon Thompson (President), Erica Lupercio (Vice President), Kathy McGahee (Treasurer), and Barbara Dempsey (Secretary). These ladies promote our school throughout the community working to build business support and volunteerism at the school.