

Polk County Public Schools

# Philip O'Brien Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Philip O'Brien Elementary School

1225 LIME ST E, Lakeland, FL 33801

[schools.polk-fl.net/philipobrien](https://schools.polk-fl.net/philipobrien)

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

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
		<p>The responsibilities of the assistant principal include, but are not limited to:</p> <p>Academics:</p> <ul style="list-style-type: none"> <li>• Providing professional development to ensure standards-based instruction;</li> <li>• Ensuring an academic focus that supports quality instruction in the classroom;</li> <li>• Monitoring the implementation of best practices in instructional strategies;</li> <li>• 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;</li> <li>• Promoting an environment that encourages and allows staff to learn and grow;</li> <li>• Promoting an environment that encourages and allows students to learn and grow;</li> <li>• Involving parents and other community stakeholders to be a part of the educational environment of the students at Philip O'Brien Elementary School, and</li> <li>• Building a safe environment and school culture that permits and promotes inclusiveness.</li> </ul>
Flowers, Tracy	Assistant Principal	<p>Behavior:</p> <ul style="list-style-type: none"> <li>• Providing professional development that supports a safe environment for students to work and grow;</li> <li>• Ensuring expectations of positive behavior to the ensure Philip O'Brien community;</li> <li>• Monitoring data to ensure the desired culture is evolving and continues to be maintained at the highest level of expectation;</li> <li>• Providing support to teachers in the implementation of behavioral strategies;</li> <li>• Maintaining the principles of the district's Code of Conduct, and</li> <li>• Establishing and maintaining a school culture of inclusiveness and fairness on campus.</li> </ul> <p>Aesthetics/Safety:</p> <ul style="list-style-type: none"> <li>• Working with the custodial staff to ensure a clean environment within buildings;</li> <li>• Working with the custodial staff to ensure an attractive and well-maintained appearance of the grounds;</li> <li>• Helping staff to support the custodial staff as they maintain the campus;</li> <li>• Ensuring the campus is appropriately secured, free of debris and clutter; and</li> <li>• Working with security detail as they ensure the campus is safe for all.</li> </ul> <p>And all other duties as assigned by the Superintendent, her designee and/or as the need arises.</p>
Adams, Victoria	Instructional Coach	<p>As the science coach, Mrs. Adams 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 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 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.
Porter, Carolyn	Behavior Specialist	As the Behavior Interventionist, Mrs. Porter 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.
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.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team is involved in the development of the SIP and provides feedback for improvement to the plan as it is developed by the administrative team. The SIP is then shared with the School Advisory Council committee at the first meeting in September to gather feedback from the stakeholders represented on the committee for future SIP development. Parents/Guardians are surveyed

in the spring regarding the SIP and the areas of focus. In the survey, 29 of the 30 respondents (97%) agreed with our areas of focus for the 2022 - 2023 school year which addressed collaborative planning and standards-based instruction. 100% of the respondents agreed with strengthening our focus on grades K, 1, and 2. 19 of 20 respondents (95%) agreed with the focus on phonics in the primary grades.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored through checks conducted at the leadership team meeting where attendance, discipline, and academic data is discussed weekly. Monitoring will also occur through regularly scheduled coaching cycles, calibration walks, learning walks as a school and or district team, standards-based instructional visits, and evaluative visits. Monitoring will also occur through regularly scheduled data chats with teachers and students. After each progress monitoring, we will conduct "Data Portfolio Conferences" where leadership team members meet and conference with every third through fifth grade student to chart their progress, discuss their goals, and possibly revise how they may need to adjust their plan to meet their goal.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	72%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D

	2017-18: D
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 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	
Absent 10% or more days	80	57	45	65	42	49	0	0	0	338
One or more suspensions	16	32	22	28	26	26	0	0	0	150
Course failure in English Language Arts (ELA)	23	41	28	28	25	51	0	0	0	196
Course failure in Math	27	27	17	33	15	61	0	0	0	180
Level 1 on statewide ELA assessment	0	0	0	69	39	49	0	0	0	157
Level 1 on statewide Math assessment	0	0	0	70	40	64	0	0	0	174
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	42	48	24	54	38	47	0	0	0	253

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	37	42	23	84	55	68	0	0	0	309

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	8	0	37	0	1	0	0	0	50
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	50	48	63	44	47	47	0	0	0	299
One or more suspensions	15	16	27	30	31	26	0	0	0	145
Course failure in ELA	5	23	57	22	20	22	0	0	0	149
Course failure in Math	2	18	30	27	21	34	0	0	0	132
Level 1 on statewide ELA assessment	0	0	0	39	46	46	0	0	0	131
Level 1 on statewide Math assessment	0	0	0	29	50	39	0	0	0	118
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	65	71	0	0	0	136

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	50	48	63	44	47	47	0	0	0	299
One or more suspensions	15	16	27	30	31	26	0	0	0	145
Course failure in ELA	5	23	57	22	20	22	0	0	0	149
Course failure in Math	2	18	30	27	21	34	0	0	0	132
Level 1 on statewide ELA assessment	0	0	0	39	46	46	0	0	0	131
Level 1 on statewide Math assessment	0	0	0	29	50	39	0	0	0	118
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	65	71	0	0	0	136

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	45	53	33	47	56	31		
ELA Learning Gains				49			38		
ELA Lowest 25th Percentile				49			42		
Math Achievement*	25	49	59	38	42	50	33		
Math Learning Gains				58			56		
Math Lowest 25th Percentile				50			53		
Science Achievement*	28	41	54	23	49	59	46		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	56	54	59	55			51		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	170
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	355
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	4	1
ELL	28	Yes	4	1
AMI				
ASN				
BLK	26	Yes	4	1
HSP	36	Yes	1	
MUL	9	Yes	2	1
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	32	Yes	1	
FRL	33	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	3	
ELL	39	Yes	3	
AMI				
ASN				
BLK	33	Yes	3	
HSP	44			
MUL	35	Yes	1	
PAC				
WHT	54			
FRL	41			

**Accountability Components by Subgroup**  
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			25			28					56
SWD	16			8			12				4	
ELL	23			23			22				5	56
AMI												
ASN												
BLK	27			23			25				4	
HSP	36			30			27				5	56

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	17			11							3	
PAC												
WHT	33			25			34				4	
FRL	29			24			28				5	55

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	33	49	49	38	58	50	23					55
SWD	13	43	53	23	45	35	13					
ELL	24	43	33	27	65	55	6					55
AMI												
ASN												
BLK	19	44	54	22	44	37	12					
HSP	38	47	37	40	65	56	17					53
MUL	47	36		38	20							
PAC												
WHT	41	57	70	52	69		34					
FRL	28	46	49	32	55	51	18					52

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	31	38	42	33	56	53	46					51
SWD	15	22		21	50		23					
ELL	21	31		19	54		40					51
AMI												
ASN												
BLK	15	30	40	21	44	40	41					
HSP	23	35		20	47		28					51
MUL	42			50								
PAC												
WHT	50	52		53	74		65					



2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	26	38	50	27	52	56	44					46

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	43%	-10%	54%	-21%
04	2023 - Spring	27%	53%	-26%	58%	-31%
03	2023 - Spring	27%	42%	-15%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	22%	51%	-29%	59%	-37%
04	2023 - Spring	31%	56%	-25%	61%	-30%
05	2023 - Spring	22%	44%	-22%	55%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	25%	39%	-14%	51%	-26%

**III. Planning for Improvement**

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The 2022 - 2023 school year data component that showed the lowest performance is Math Proficiency which earned 28% overall for grades 3 through 5. In drilling down further, the ESSA subgroup with the lowest proficiency is our Students with Disabilities. Just 4% of this subgroup showed proficiency in mathematics. The main contributing factor to the low performance in this area is the lack of veteran math teachers not just in these grade levels but the school as a whole.

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

The data component that showed the greatest decline is Math proficiency which fell from 38% to 28%. The main contributing factor to the decline in this area is the lack of veteran math teachers. There is also a lack of effective tier-one instructional delivery in mathematics. Staffing concerns in fifth grade affected proficiency as well. One fifth-grade teacher was not cleared for hire until October 11, 2022. One fifth-grade teacher was terminated causing a shift in the fifth-grade rotation and schedule. Higher than the extended cap on class size in grades 4 and 5 (25 students) also contributed to the decline in proficiency. Fourth grade averaged 26 students per class whereas fifth grade had between 27 and 30 in each class following the shift in the rotation and schedule.

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

The data component that had the greatest gap when compared to the state average is math proficiency. As evidenced by the 2022 - 2023 spring administration of the FAST Math assessment, our school proficiency average is 28% compared to 58% proficiency with the state. Staffing concerns in fifth grade affected proficiency as well. One fifth-grade teacher was not cleared for hire until October 11, 2022. One fifth-grade teacher was terminated causing a shift in the fifth-grade rotation and schedule. Higher than the extended cap on class size in grades 4 and 5 (25 students) also contributed to the decline in proficiency. Fourth grade averaged 26 students per class whereas fifth grade had between 27 and 30 in each class following the shift in the rotation and schedule.

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

The data component that showed the most improvement is science proficiency. Data from the 2022 - 2023 Statewide Science Assessment shows an increase in student proficiency from 23% in 2021 - 2022 to 28% in 2022 - 2023. Following the shift in the fifth-grade rotation and schedule, teachers and administrators strategically rescheduled students to maximize student achievement and success based on progress monitoring data from 2022 - 2023 as well as previous year proficiency in FSA from 2021 - 2022.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Student attendance and the number of out-of-school suspensions are two potential areas of concern. We know that when students are not in school, they miss valuable instructional time that cannot be made up at home.

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

Our highest priorities for school improvement in the upcoming school year are ranked as follows:

1. Improve tier one instruction in core content areas in grades K - 5 to reduce the achievement gaps in our student population.
2. Improve data analysis among teachers and staff to make immediate changes in small group instructional plans to provide for acceleration or remediation.

3. Increase student attendance to 95%.
4. Reduce out-of-school suspensions by 15%.
5. Improve teacher and staff retention to a minimum of 80%.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance data from the 2022 - 2023 school year shows that 338 students (approximately 49.7% of the total student population) had 10% or more absenteeism during the year. We know that when students are chronically absent, they miss valuable instruction.

**Measurable Outcome:**

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

Data from the 2023 - 2024 school year will show a 15% decrease in the number of students with 10% or more absenteeism during the year.

**Monitoring:**

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

We will monitor student attendance by holding a weekly meeting with the school registrar to ensure the families of students with attendance concerns are notified by the school (required 5 and 10-day letters, and telephone calls from teachers and staff). An attendance assembly with the administrators, school social worker, and truancy officer will be held for students with continued attendance concerns. MTSS meetings, specifically attendance-related, will be scheduled with students' families with continued attendance concerns.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Interventions and Supports, along with community business partnerships, will incentivize students to be at school and on time daily.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students will be recognized and rewarded for being at school and on time daily. This will increase their daily attendance and reduce tardies to maximize instructional time in the classroom.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Reward students on a biweekly basis for perfect attendance. A variety of awards (out-of-uniform passes, certificates, treasure box shopping) will be implemented.

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

**By When:** Beginning August 25, 2023

Reward students on a quarterly basis who have been present 95% or more of the quarter. Students will receive a certificate recognizing them for their attendance at the quarterly culture assembly.

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

**By When:** This will begin on October 18, 2023.

We have partnered with the Lakeland Elks Lodge to recognize students with perfect attendance for the year. They initially donated \$3,000 to purchase new bicycles for students with perfect attendance for the entire school year. They have committed to making this contribution annually to support our efforts to raise student attendance.

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

**By When:** May 30, 2024

Host weekly attendance meetings with the school registrar to examine student attendance data and determine the next steps.

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

**By When:** Beginning August 21, 2023

Schedule attendance assembly with parents of students with continued attendance concerns after initial attempts by the school (telephone calls and 5 and 10-day letters) have not positively impacted the student's attendance.

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

**By When:** Beginning mid to late September 2023

**#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data from the most recent FAST assessments shows that 30% of students were proficient in English Language Arts, 28% of students were proficient in Mathematics, and 28% of students were proficient in Science. Increasing student proficiency in these three areas is a critical and crucial need for our school and students.

**Measurable Outcome:**

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

Data from the 2023 - 2024 FAST assessments will show a minimum of a 10% increase in student proficiency in English Language Arts and Mathematics.

**Monitoring:**

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

Monitoring of this focus area will begin with calibration walks by the leadership team using the district standards-based instructional observation tool. This tool will provide data to share with staff regarding instructional delivery trends throughout the campus. Monitoring of ongoing progress monitoring using formative assessments, Florida Wonders weekly assessments, math module assessments, and FAST assessments will also occur.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitoring students engaging in on-grade level, equivalent experiences aligned to state standards.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students must utilize grade level, standards-based activities, model questions, academic vocabulary, and vetted instructional materials in order to be proficient and successful.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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:** Tracy Flowers (tracy.flowers@polk-fl.net)

**By When:** Calibration walks will begin the week of August 21, 2023, and will continue throughout the 2023 - 2024 academic year.

Data discussions will be included in every leadership team meeting, to be held weekly on Thursdays at 1 PM. The leadership team will discuss glows, grows, and areas for needed change to instructional delivery to maximize student success.

**Person Responsible:** Tracy Flowers (tracy.flowers@polk-fl.net)

**By When:** The leadership team meetings will begin the week of August 14, 2023, and will occur weekly throughout the 2023 - 2024 academic year.

The master schedule will include dedicated time within the ELA instructional block for whole-group and small-group instruction.

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

**By When:** July 1, 2023

Teachers will collaborative plan with their teammates, instructional coaches, and administrators on a weekly basis to ensure students have on grade level, standards-based lessons and tasks aligned to the target/objective.

**Person Responsible:** Tracy Flowers (tracy.flowers@polk-fl.net)

**By When:** Beginning August 15, 2023

The instructional coaches will create "Benchmark Videos" for grades 3 - 5 to assist teachers with teaching the benchmarks. These videos will allow teachers to access them at any time for immediate use.

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

**By When:** August 21, 2023

**#3. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus will specifically target math proficiency for students with disabilities. As evidenced by the data from progress monitoring three of FAST Math, 4% of students with disabilities in grades three, four, and five were proficient in mathematics.

**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 FAST assessment will show a minimum of 10% proficiency increase in this ESSA subgroup.

**Monitoring:**

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

We will monitor this area of focus towards the desired outcome by examining progress monitoring data (math module, FAST) as it is received, breaking down the data by teacher, student, and benchmark area. Weekly monitoring visits by the administrative team and scheduled cycles with the instructional coaches will provide opportunities to provide real-time feedback to teachers to make shifts in their instructional delivery.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group, explicit and systematic instruction based on progress monitoring data (FAST, weekly formative assessments) will be used as the evidence-based intervention.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Struggling students need explicit instruction to ensure they have a strong set of foundational skills to move towards conceptual knowledge that is needed to be proficient in mathematics instruction in grades three through five.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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)



**By When:** Calibration walks will begin the week of August 21, 2023, and will continue throughout the 2023 - 2024 academic year.

Data discussions will be included in every leadership team meeting, to be held weekly on Thursdays at 1 PM. The leadership team will discuss glows, grows, and areas for needed change to instructional delivery to maximize student success.

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

**By When:** The leadership team meetings will begin the week of August 14, 2023, and will occur weekly throughout the 2023 - 2024 academic year.

The master schedule will include dedicated time within the math instructional block for small group instruction.

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

**By When:** July 1, 2023

Teachers will examine student mathematics data to create flexible groups for small-group instruction. Teachers will also utilize adaptive software such as Freckle to supplement the students' experience when not working in small groups with the teacher.

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

**By When:** August 21, 2023

The instructional coaches will create "Benchmark Videos" for grades 3 - 5 to assist teachers with teaching the benchmarks. These videos will allow teachers to access them at any time for immediate use.

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

**By When:** August 21, 2023

**#4. ESSA Subgroup specifically relating to Black/African-American****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus will specifically target ELA for our Black students. As evidenced by the data from progress monitoring three of FAST ELA , 19% of Black students in grades three, four, and five were proficient in ELA.

**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 FAST assessment will show a minimum of 10% proficiency increase in this ESSA subgroup.

**Monitoring:**

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

We will monitor this area of focus towards the desired outcome by examining progress monitoring data (Florida Wonders weekly assessments, FAST) as it is received, breaking down the data by teacher, student, and benchmark area. Weekly monitoring visits by the administrative team and scheduled cycles with the instructional coaches will provide opportunities to provide real-time feedback to teachers to make shifts in their instructional delivery.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group, explicit and systematic instruction based on progress monitoring data (FAST, weekly formative assessments) will be used as the evidence-based intervention.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Struggling students need explicit instruction to ensure they have a strong set of foundational skills to move towards comprehension and understanding of the benchmarks that is needed to be proficient in reading and writing instruction in grades three through five.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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:** Tracy Flowers (tracy.flowers@polk-fl.net)

**By When:** Calibration walks will begin the week of August 21, 2023, and will continue throughout the 2023 - 2024 academic year.

Data discussions will be included in every leadership team meeting, to be held weekly on Thursdays at 1 PM. The leadership team will discuss glows, grows, and areas for needed change to instructional delivery to maximize student success.

**Person Responsible:** Tracy Flowers (tracy.flowers@polk-fl.net)

**By When:** The leadership team meetings will begin the week of August 14, 2023, and will occur weekly throughout the 2023 - 2024 academic year.

Teachers will examine student reading and writing data to create flexible groups for small-group instruction. Teachers will also utilize adaptive software such as iStation and resources from Write Score to supplement the students' experience when not working in small groups with the teacher.

**Person Responsible:** Tracy Flowers (tracy.flowers@polk-fl.net)

**By When:** August 21, 2023

The master schedule will include dedicated time within the math instructional block for small group instruction.

**Person Responsible:** Tracy Flowers (tracy.flowers@polk-fl.net)

**By When:** July 1, 2023

The instructional coaches will create "Benchmark Videos" for grades 3 - 5 to assist teachers with teaching the benchmarks. These videos will allow teachers to access them at any time for immediate use.

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

**By When:** August 21, 2023

**#5. ESSA Subgroup specifically relating to Multi-Racial****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus will specifically target math proficiency for students with disabilities. As evidenced by the data from progress monitoring three of FAST Math, 9% of Multi-Racial students were proficient in grades three, four, or five.

**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 FAST assessment will show a minimum of 10% proficiency increase in this ESSA subgroup.

**Monitoring:**

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

We will monitor this area of focus towards the desired outcome by examining progress monitoring data (math module, FAST) as it is received, breaking down the data by teacher, student, and benchmark area. Weekly monitoring visits by the administrative team and scheduled cycles with the instructional coaches will provide opportunities to provide real-time feedback to teachers to make shifts in their instructional delivery.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group, explicit and systematic instruction based on progress monitoring data (FAST, weekly formative assessments) will be used as the evidence-based intervention.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Struggling students need explicit instruction to ensure they have a strong set of foundational skills to move towards conceptual knowledge that is needed to be proficient in mathematics instruction in grades three through five.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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)

**By When:** Calibration walks will begin the week of August 21, 2023, and will continue throughout the 2023 - 2024 academic year.

Data discussions will be included in every leadership team meeting, to be held weekly on Thursdays at 1 PM. The leadership team will discuss glows, grows, and areas for needed change to instructional delivery to maximize student success.

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

**By When:** The leadership team meetings will begin the week of August 14, 2023, and will occur weekly throughout the 2023 - 2024 academic year.

The master schedule will include dedicated time within the math instructional block for small group instruction.

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

**By When:** July 1, 2023

Teachers will examine student mathematics data to create flexible groups for small-group instruction. Teachers will also utilize adaptive software such as Freckle to supplement the students' experience when not working in small groups with the teacher.

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

**By When:** August 21, 2023

The instructional coaches will create "Benchmark Videos" for grades 3 - 5 to assist teachers with teaching the benchmarks. These videos will allow teachers to access them at any time for immediate use.

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

**By When:** August 21, 2023

**#6. ESSA Subgroup specifically relating to English Language Learners****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus will specifically target math proficiency for students with disabilities. As evidenced by the data from progress monitoring three of FAST ELA, 2% of the third, fourth, and fifth grade English Language Learners were proficient.

**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 FAST assessment will show a minimum of 10% proficiency increase in this ESSA subgroup.

**Monitoring:**

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

We will monitor this area of focus towards the desired outcome by examining progress monitoring data (Florida Wonders, FAST) as it is received, breaking down the data by teacher, student, and benchmark area. Weekly monitoring visits by the administrative team and scheduled cycles with the instructional coaches will provide opportunities to provide real-time feedback to teachers to make shifts in their instructional delivery.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group, explicit and systematic instruction based on progress monitoring data (FAST, weekly formative assessments) will be used as the evidence-based intervention.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Struggling students need explicit instruction to ensure they have a strong set of foundational skills to move towards comprehension and understanding of the benchmarks that is needed to be proficient in reading and writing instruction in grades three through five.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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:** Tracy Flowers (tracy.flowers@polk-fl.net)

**By When:** Calibration walks will begin the week of August 21, 2023, and will continue throughout the 2023 - 2024 academic year.

Data discussions will be included in every leadership team meeting, to be held weekly on Thursdays at 1 PM. The leadership team will discuss glows, grows, and areas for needed change to instructional delivery to maximize student success.

**Person Responsible:** Tracy Flowers (tracy.flowers@polk-fl.net)

**By When:** The leadership team meetings will begin the week of August 14, 2023, and will occur weekly throughout the 2023 - 2024 academic year.

Teachers will examine student reading and writing data to create flexible groups for small-group instruction. Teachers will also utilize adaptive software such as iStation and resources from Write Score to supplement the students' experience when not working in small groups with the teacher.

**Person Responsible:** Tracy Flowers (tracy.flowers@polk-fl.net)

**By When:** August 21, 2023

The master schedule will include dedicated time within the math instructional block for small group instruction.

**Person Responsible:** Tracy Flowers (tracy.flowers@polk-fl.net)

**By When:** July 1, 2023

The instructional coaches will create "Benchmark Videos" for grades 3 - 5 to assist teachers with teaching the benchmarks. These videos will allow teachers to access them at any time for immediate use.

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

**By When:** August 21, 2023

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Polk County Public Schools process to review school improvement funding allocations and ensuring resources are allocated based on needs includes the following.

- Title I/UniSIG Comprehensive Needs Assessment (CNA)
- Data Com
- Summer Leadership Academy/Retreat
- School Improvement Plan Meetings/Trainings
- PURE Process
- Regional and Office of School Transformation review SIP plans

### Reading Achievement Initiative for Scholastic Excellence (RAISE)

### 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 FAST assessment (Spring 2023), shows the Kindergarten cohort (now first grade) has 66% proficiency rate. The first-grade cohort (now second-grade) has a 53% proficiency rate. The second-grade cohort (now third grade) has a 37% proficiency rate.

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

Data from the most recent FAST assessment (Spring 2023), shows that our proficiency rates in all three grade levels is well below the district and state averages. Third grade proficiency was 25%. Fourth grade proficiency was 32%. Fifth grade proficiency was 33%. Our school wide average for ELA proficiency in 2022 - 2023 was 30% which is 14% below the district average and 24% below the state average.

### 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 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 Measurable Outcomes

The spring 2024 data from the FAST assessment will show a minimum of 10% proficiency increase in each grade level.

#### Grades 3-5 Measurable Outcomes

The spring 2024 data from the FAST assessment will show a minimum of 10% proficiency increase in each grade level.

### Monitoring



**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 impact student achievement outcomes.

We will monitor this action step by examining progress monitoring data. Teachers and administrators will examine data after each assessment (Florida Wonders, iStation, FAST). More frequent monitoring of the data will allow us to make quicker adjustments to instruction.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Flowers, Tracy, tracy.flowers@polk-fl.net

## Evidence-based Practices/Programs

**Description:**

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. §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's 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 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 the leadership team and students to ensure they have set a proficiency goal, and then discuss their progress toward meeting that goal. Data discussions will take place weekly during collaborative planning sessions, grade-level team meetings, and leadership team meetings.

**Rationale:**

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Monitoring is key to ensuring standards-aligned instruction and equivalent experiences are taking place in classrooms after grade-level collaborative planning sessions and weekly professional learning communities. As evidenced by our most recent FAST data, student proficiency decreased from 33% in 2021-2022 to 30% in 2022-2023.

### 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 administrative 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 instructional delivery and standards-aligned instruction.	Sanders, Krystal, krystal.sanders@polk-fl.net
Administrators and instructional coaches will lead professional learning communities to strengthen teacher pedagogy and efficacy.	Flowers, Tracy, tflower36@msn.com
Reading interventionists and trained paraeducators and support staff will assist teachers with small group instruction to provide support in raising third-grade proficiency.	O'Grady, Robyn, robyn.ogrady@polk-fl.net
Teachers and administrators will discuss data from a variety of sources (FAST, iStation, weekly assessments) to determine changes that need to be made in instructional delivery or student small group assignments.	Huntley, Charlie, charlie.huntley@polk-fl.net

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

At Philip O'Brien Elementary, we disseminate the SIP, UniSIG budget, and SWP to stakeholders through:

- School/District Webpage
- PEN Notebook

- Parent/Family/Community Input Meetings
- Title One Annual Meeting
- Report Card Conference and Family Dinner Nights

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Philip O'Brien Elementary, we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress by:

- Hosting Building Capacity Events
- Report Card Conference and Family Dinner Nights
- Food Pantry
- Clothing Closet
- Family/Community Input Meetings
- Food Pantry
- Clothing Closet
- School Facebook Page
- PBIS Rewards App (parent communication through messaging)
- School Webpage
- Annual Meeting

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Philip O'Brien Elementary plans to strengthen the academic programs in the school, the amount and quality of learning time, and provide an enriched and accelerated curriculum by:

- Providing Supplemental Staff (academic coaches, interventionists, paraprofessionals)
- Providing Supplemental Resources
- Providing Extended Learning (Camp ROAR)
- Providing Professional Development
- Providing Collaborative Planning
- Providing training in MTSS – Tier Support for Students and hosting those support team meetings with parents/guardians

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

- Data Com
- School Improvement Planning Trainings
- Regional (area) Meetings
- Summer Leadership Academy
- Title I Technical Assistance – Use of Funds, PFE Input, Back to School Meeting

- Comprehensive Needs Assessment Technical Assistance
- ESE meetings

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

#### **Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Philip O'Brien Elementary School ensures that students have access to our school-based counselor, psychologist, and mental health facilitator. The school counselor has provided teachers with passes for students to use when they need counseling or support. Teachers may also call the office and request the psychologist or mental health facilitator to assist with student needs.

This past school year, the school counselor was trained in and began implementing the Drumbeat program for students needing additional support to improve their skills outside of the core academic areas.

The school also employs two school-based behavior interventionists who provide in-class management coaching for teachers and one on one or small-group interventions with students. Goals are formed by examining individual student data, learning what the student wants to work for and earn, and then monitoring the goals and points earned on a daily basis through a "Check In/Check Out" meeting.

Students are also offered mentoring opportunities through Big Brothers & Big Sisters of Tampa Bay. We are looking to growing our mentoring opportunities with our business partner, First United Methodist Church of Lakeland.

#### **Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Philip O'Brien Elementary participates in the annual "Great American Teach In" each November. This event welcomes individuals from the career world to visit the school, read a short story, discuss how they use reading, math, and/or science skills in their career, and answer student questions. During the 2022 - 2023 school year, we welcomed over twenty guests to the school including representatives from Lakeland Police Department, InnerAct Alliance, Veterans Administration, and social media managers.

Students earn points on a daily basis through the PBIS Rewards application. These points are deposited into the students' individual account, and at the end of the month, they may purchase items from the "ROAR Store" along with the monthly behavior activity at "ROARabration". This teaches students the importance of being at school and working hard every day to earn enough points to pay for the fun activities at the end of the month. Budgeting their points at the store has also been a valuable lesson for students to learn in this inaugural year of the store.

Throughout the year, students are exposed to a variety of field trip opportunities to learn more about the community and workforce. For example, fourth-graders attend Agri-Fest and learn about the variety of agricultural jobs and opportunities in central Florida. Fifth graders attend the InnerAct Alliance "Just Say No" rally to learn more about living a drug-free life and the possibilities of a brighter, drug-free tomorrow. These trips are an invaluable method of exposing students to opportunities and experiences they may not have without the school field trip.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Philip O'Brien Elementary utilizes the CHAMPS program and PBIS framework. We implement these programs as a school-wide proactive and positive approach to classroom management. All students are taught the school-wide rules, expectations, procedures, and bullying prevention lessons within the first week of school. After each week-long break (fall, winter, spring), teachers examine classroom discipline data to determine which procedures or expectations need lessons to be retaught. Classroom expectations are posted in every classroom. School-wide common areas (hallway, recess, media, dining room, PE, dismissal) are posted. As part of the daily morning announcements, we recite the school-wide expectations. The school-wide expectations are also printed on every student's agenda and the back of our school uniform t-shirts. The expectations are posted on the school Web site, Facebook page, and in recurring PBIS information sent home in the Wednesday folder.

Students earn points through the PBIS rewards application. Every staff member is expected to download the application and implement its use to promote positive behavior choices. Once a point is earned, it may not be taken away from students. Each month, students pay for their ROARabration activity with points earned. After the activity is paid for, students may choose an item or items from the PBIS reward store.

Students who have a difficult time accumulating to the school-wide expectations are monitored through the use of our school minor tracking form. This form is used to track behavior and to assist the teacher with pinpointing which behaviors need to be retaught and modeled.

The behavior interventionist collaborates with teachers to implement strategies that assist students in making positive and productive choices. Listed below are some of the strategies used to assist both general education students and students with disabilities

The strategies used for a Tier 2 behavior intervention would consist of but not limited to:

- Behavioral Interventionist intervention
- Guidance intervention
- Teacher/Parent/Guidance meeting
- Check In/Check Out with Behavior Interventionist or School Counselor (daily/weekly)
- Individual behavior chart/contract
- Review MTSS data/SST meeting- Tier 2
- FBA/PBIP

The strategies used for Tier 3 behavior intervention would consist of but not limited to:

- Behavioral Interventionist continued interventions
- Continue Check In/Check Out with Behavior Interventionist or School Counselor (daily) with possibly more frequent checks than just morning/afternoon
- Parent/Teacher/Guidance meeting
- Continue behavior charts
- FBA/PBIP
- Referral for district-wide SBRT support, ESE/504 possible evaluation, MTSS/SST meeting-Tier 3

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

At the beginning of the year, the leadership team developed a professional learning calendar to coordinate with after-school MOU trainings on Tuesdays and Thursdays. During the first semester of

these after-school trainings, teachers and staff participated mostly in diving deep into the BEST standards to really understand the individual benchmarks. Discussions revolved around the prerequisite knowledge students needed to be successful, HOW the teachers were going to teach the benchmarks, and WHAT students needed to perform to show successful mastery of the standard. These discussions included vertical teaming opportunities which allowed for greater discussions between colleagues. In the second semester, we focused on steps five through seven of the learning arc process to ensure that our students were seeing "game day" experience materials that was meeting the depth of the standard. Teachers and staff examined tasks designed by the district and at the school level to identify the depth level and offer feedback to improve the task.

In January, all teachers in grades three through five participated in a half-day data disaggregation session immediately following the second administration of the FAST assessments. Other staff that joined the teachers included the school-based instructional coaches, reading interventionists, ESE inclusion and resource teachers, and administration. Our Superintendent even surprised us with a visit that morning to see the work taking place. During this session, teachers siloed students into band categories, preformed a preliminary survey math based on current student enrollment, and identified students for further extended learning opportunities including daytime and after-school tutoring.

At monthly sessions, discipline data was discussed along with tips to improve classroom management techniques to meet the needs of our students. Behavior interventionists provided further professional learning with targeted teachers who had high numbers of office discipline referrals. A primary and intermediate teacher participated in the district math and science cadre where they would attend professional learning with other teachers throughout the district and bring that learning back to present during after-school trainings.

Throughout the year, the administrative team and social committee made up of stakeholders from each employee group at the school, have developed on and off-campus activities designed to strengthen bonds between staff members. Each month, a monthly potluck celebrating our staff diversity (Hispanic Heritage Month, Black History Month, Irish Heritage Month) is held in the staff lounge. Off-campus, we've hosted a bowling night, arcade night, and an axe-throwing night where staff members could bring their family or significant others. This year, of the 33 new staff members to campus, 23 (70%) are returning. Overall, staff retention in all employee groups in 2022 - 2023 rose to 76%.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Philip O'Brien Elementary truly believes that the Pre-Kindergarten classes at the school are an integral part of the school family. We work closely with the Pre-Kindergarten staff to make them, their students, and their families welcome. In April, we host the annual Kindergarten Roundup event inviting parents/guardians of Pre-Kindergarten students. During this event, guests first meet the media specialist in the library to hear a story about a student getting ready to start school. At the end of the story, staff members introduce themselves, and students get a prize bag full of new books, crayons, stickers, pencils, and a badge that "O-Fish-Ally" welcomes them to the school and Kindergarten. Prior to taking a tour of the school, guests can take pictures in front of the welcome backdrop, similar to a red carpet experience. The roundup event ends with a visit to the Kindergarten classrooms to give parents/guardians and students a chance to see the classroom prior to orientation and visit with the Kindergarten teacher to ask questions and get to know them in a personal way. At the end of the year, we host a Pre-K "End of the Year" celebration where guests are invited to watch a performance by the Pre-Kindergarten students and visit the classroom before leaving for summer vacation.