

Philip O'Brien Elementary School

1225 LIME ST E, Lakeland, FL 33801

schools.polk-fl.net/philipobrien

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Philip O'Brien Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission is to provide a high quality education for all students.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Relationships are built between teachers and students prior to the school year beginning through our "Orientation Day" and an "Open House" night. These two family involvement events give students and parents an opportunity to meet their new teacher and explore their assigned classrooms. The first few weeks of school is spent learning about student cultures and building relationships initially through each curriculum area in the school day. These learning opportunities include, but aren't limited to, parent and/or student interviews, team building exercises, and/ or student surveys. In the first quarter of the school year, Philip O'Brien holds several curriculum nights where parents and children can attend an evening of learning about expectations for the current school year by grade level. Teachers and students also naturally build relationships in our positive behavioral environment, and also through small group instruction. We celebrate our diversity by recognizing the value and uniqueness of every stakeholder in our school and community.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Our school uses a common language for our 3school rules: Be respectful; Be Responsible, and be Ready to Learn. With every teacher and staff member using this language in a positive way, students are reminded of the school rules. At Philip O'Brien, we desire that every student feel safe throughout the school day. We teach and model pro-social skills to assist students with making good choices at school and within their communities. We provide continuous, and consistent reinforcement aligned with the District's Code of Conduct and the Positive Behavior Support System.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school is implementing CHAMPS, which is a proactive and positive approach to classroom management. This approach includes organizing, managing, observing, motivating, and establishing clear expectations for the learning environment. In connect with CHAMPS, our school has been trained and uses Positive Behavior Intervention Support program (PBIS) to decrease discipline incidents and issues. We have posted clear positive expectations for all areas of our school including a school shirt which reinforces these positive expectations. The District Code of Conduct is utilized as a guide to ensuring firm, fair and consistent consequences.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We recognize that when students' basic needs are not met they experience difficulty focusing and performing in the school setting. To ensure the social-emotional needs of all students are met, Philip O'Brien Elementary School implements the following programs:

1. An open door policy to the School counselor's office. Referrals to the Counselor's office can be made by the student, the parent(s), teacher(s), or any other school official or community based agency.
2. Big Brothers/Big Sisters organization provides mentors to the identified students of P O'B Elem. The BB or BS visits with their student once weekly to encourage, motivate, and support.
3. Bullying lessons are provided at the start of the school year, with a reporting procedure in place to ensure student safety and security.
4. For students that may not have access to meals during the weekend, our school is sponsored by Kidpacks Organization to provide meals to students identified by the Hearth program, school based administrators, and teachers.
5. Donations of school supplies, uniforms, toiletries, various vouchers are provided to students in need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

When students at Philip O'Brien display these early warning indicators; ten or more absences, one or more suspensions, low achievement in core subject areas, and below level achievement on standardized statewide assessments, a set of strategies are put in place to assist the student with academic achievement.

Early Warning System:

- * Multi Tiered System of Supports used for our targeted students of need.
- * Problem solving team meetings including observations and development of behavior plans
- * Social Worker who counsels, makes home visits and conducts attendance meeting with guidance and attendance manager

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	39	42	52	34	29	39	0	0	0	0	0	0	0	235
One or more suspensions	6	19	9	6	5	32	0	0	0	0	0	0	0	77
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	14	13	28	0	0	0	0	0	0	0	55

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	1	0	0	1	0	0	0	0	0	0	0	2

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Teachers will access to the Early Warning reports via Interactive Data Evaluation Assessment System (IDEAS) each week. The data for this report assist teachers with teacher/parent conferences and the development of effective interventions for their students. The attendance manager says aware of excessive tardies and absences and will refer students to the guidance counselor and social worker. The guidance counselor and or social work conducts group attendance meetings and or face to face meetings to provide extra support. This support will include but not limited to; parent contact, attendance contracts, and or Tier 2 intervention plans. Repetitive discipline problems are referred to the problem solving team in order to assist the teacher in the development of a behavior plan. When a student needs more individual support, the student is placed on a daily/bi-weekly check/in and check/out system of mentoring. This system consist of the guidance counselor and or administrator checking on the student in the morning and afternoon in a effort to help the student become acclimated to the learning environment.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Increased participation in Title I Annual Parent Meeting.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The staff at Philip O'Brien Elementary understands the importance of forming positive relationships with our parents so that students are successful. We engage families in regular, two-way, and meaningful communication through agendas, ConnectEd messages, and monthly newsletters. Conference meetings are held at flexible dates and times in order to accommodate parents' work schedules. The Annual Title I meeting, workshops, and Family Academic nights provide information, resources, and activities to assist parents in the education process involving their children.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
CRAWFORD, MERRI	Principal
Ouhri, Carolyn	Instructional Coach
Dempsey, Barbara	Teacher, K-12
McGahee, Kathy	Other
Warren, Hope	Teacher, K-12
Harrison, Christine	Instructional Coach
Hansen, Tesi	Teacher, K-12
Flowers, Tracy	Assistant Principal
Lisenby, Jimmy	Teacher, K-12
Hill, Mildred	Guidance Counselor
Labonte, Kimberly	Teacher, PreK
Taylor, April	Teacher, K-12
Sanders, Krystal	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The MTSS Leadership Team will focus on how to improve school/teacher effectiveness and student achievement using the MTSS Model. The MTSS Leadership Team is a cross section of the entire school, sharing of information at all levels concerning Rtl which supports all Rtl efforts.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Creating a block schedule that supports weekly collaborative planning and professional development. Total administrative support with Guidance assistance for effective MTSS implementation is the goal.

Title I, Part A, funds school-wide services to Philip O'Brien Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C-Migrant students enrolled in Philip O'Brien Elementary School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provide Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II- N/A

Title III- Provide supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C. Supplemental Academic Instruction (SAI)- N/A

Violence Prevention Programs- Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school has been a location for a summer feeding program for the community and our school is participating in a pilot program to provide all students with a free breakfast and lunch.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Adult Education (Secondary)- N/A

Career and Technical Education (Secondary)- N/A

Job Training (Secondary)- N/A

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Merri Crawford	Principal
Georgia Peick	Business/Community
Kathy McGAhee	Teacher
Alcira McConnell	Education Support Employee
George Vidal	Parent
April Brown	Parent
Tracey Flowers	Education Support Employee
Officer Dennis	Business/Community
Jonathon Gerber	Parent
Rebecca Knowles	Parent
Geronnimo Aquino	Parent
Brittaney Smith	Parent
Frank O'Reilly	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC will be advised of the SIP during monthly SAC meetings. The SAC members will have input in the ongoing development of the SIP at Philip O'Brien Elementary School. A review will be presented to the SAC with copies of the SIP given to each member of SAC. At the next meeting SAC members ask questions and discuss the SIP.

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and identify deficiencies that need to be targeted by instructional staff and identify barriers and associated strategies to overcome barriers to meet school improvement goals. Once completed with faculty involvement, the SAC Chair and Administration will inform SAC members on the initial school improvement plan for approval. Faculty will also meet to approve the initial version of the school improvement plan. Once the initial version of the school improvement plan is developed, the plan is revisited throughout the school year as data is presented and activities are met with fidelity. The School Improvement Plan will be placed in the Title I Notebook located in the front office and uploaded to the school's website for parent viewing. Parents/guardians will be notified via the monthly Title I Newsletter on how they can access the School Improvement Plan. Upon request, parents/guardians will be given a hard copy of the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The School Advisory Council will participate with the preparation of the annual budget. A proposed budget will be presented to SAC. SAC will be afforded the opportunity to review, discuss, and vote on the annual budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

To assist with reaching the strategic goal of making sure all teachers improve core instruction by meaningfully engaging all students in rigorous task aligned with the full intent of the Florida State Standards in all content areas, Philip O'Brien Elementary used 24647.20 of the Title I budget to purchase researched based reading and Math technology for K-5 grade.

Purchases included:

Achieve 3000- 12,928.00

Smarty Ants-2,545.00

Brain Pop- 2,295.00

Front Row-4,640.00

Raz-Kids-1,519.20

Reflex Math: Explore Learning-2,995.00

Starfall- 270.00

Shape Bait-11,470.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
CRAWFORD, MERRI	Principal
Ouhri, Carolyn	Instructional Coach
Dempsey, Barbara	Teacher, K-12
McGahee, Kathy	Other
Warren, Hope	Teacher, K-12
Shields, Janet	Instructional Media
Harrison, Christine	Teacher, K-12
Hansen, Tesi	Teacher, K-12
Flowers, Tracy	Assistant Principal
Hill, Mildred	Guidance Counselor
Labonte, Kimberly	Teacher, PreK
Lisenby, Jimmy	Teacher, K-12
Taylor, April	Teacher, K-12
Adams, Victoria	Teacher, K-12
Sanders, Krystal	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT team provides leadership for the implementation of the goals, strategies, and actions steps related to all academic areas. The LLT is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and administration all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus. The LLT members monitors data, identifies school-wide focused instructional strengths and weaknesses, and creates a plan to support identified instructional needs. Additionally, the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are engaged in weekly grade level collaborative planning sessions, monthly professional development training, and weekly Leadership Team meetings that are related to curriculum planning, data analysis, educational research, and professional practices.

* Faculty Meeting- Wednesday 3:15pm

* Leadership Meeting- Wednesday 3:30pm

* Collaborative Grade Level Planning (Reading/Math) on Tuesday & Thursdays during Specials block

time

* Professional Development- Scheduled throughout the year (September-April)

*MTSS collaborative meetings- Once a month on Tuesday

Administration, Reading Coach, Math Coach, Guidance Counselor, and teachers are responsible for facilitating these activities.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Philip O'Brien Elementary is a Professional Development school for Florida Southern College. Every Tuesday, Florida Southern (Level II) Education majors spend their day working collaboratively with clinical supervised trained classroom teachers. In addition, Intern students from Southeastern University and University of South Florida are placed at Philip O'Brien Elementary. Intern students have the opportunity to participate in weekly grade level collaborative planning meetings and monthly professional development trainings. These opportunities exposes the intern student to curriculum planning, data analysis, educational research, and professional practices.

To develop and retain highly qualified teachers, Philip O'Brien weekly grade level collaborative planning sessions, monthly professional development trainings, and weekly Leadership Team meetings are held. These meetings are centered around effective collaborative planning, data analysis, educational research, and professional practices.

Administration is responsible for these activities.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Category I teachers are mentored by the reading coach.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Philip O'Brien is in compliance with State/District mandates and implements instructional programs that are aligned with the Florida State Standards. The instructional programs are approved by both State/District personnel. The core instructional program for literacy centers around the Reading Wonders researched based literacy program. "GoMath" is the researched based core instructional program for Mathematics implemented at Philip O'Brien.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Philip O'Brien uses data from the FSA, IBTP, iStation, Star Literacy, and ongoing formative assessments to direct instruction. This data is also used to differentiate instruction to meet the diverse

needs of all students. Instruction for these students may be but not limited to, modified curriculum, small group instruction, one on one instruction, and modified reading levels. The differentiated instruction may include tiered instruction, interest centers, hands-on manipulatives, and extended time to complete tasks.

An example of tiered instruction for math on a formative assessment student demonstrates non-proficiency on an assessed math concept would include that student becoming a part of a small group that the instructor will work with using an alternate strategy, such as hands-on tools or another researched based methods. The students that have demonstrated proficiency will continue the math tasks.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 66,000

Purpose:

Provide small group instruction to students needing additional instruction to master the Florida Standards (K-5). There will be a total of six teachers providing extended learning instruction, every Tuesday/Thursday from 3:15-4:15 (including 15 minutes per session for planning).

Strategy Rationale

Data indicates that there are students working at and below proficiency level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

CRAWFORD, MERRI, merri.crawford@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We will use multiple data sources to determine the effectiveness of the strategies implemented.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Philip O'Brien Elementary participates in Polk County's Kindergarten Round-Up and provides the opportunity for preschool children to visit the campus as they begin the transition from preschool to "big" school. Philip O'Brien Elementary provides written documentation for preschool parents regarding developmental readiness and age appropriate skills. The administrative staff, in collaboration with the Kindergarten department, coordinates the preschool visits and meet for campus tours and individual and /or small group orientation-to-school sessions. Incoming kindergarten students are assessed within the first 30 days of school using the Florida School readiness Screener (FLKRS). Star Literacy and iStation information is used to determine students' acquisition of specific skills/knowledge, and make instructional accommodations/modifications. Philip O'Brien Elementary

will continue to use Child Find to identify and assist preschoolers with limited school readiness rates. We anticipate the overall readiness of our kindergarten students to steadily rise as resources are available from the district and community.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Philip_O'Brien_EdStats_FSA_Math_2017.pdf
<i>REQUIRED: Philip O'Brien FSA Math 2017</i>
Philip_O'Brien_EdStats_FSA_ELA_2017.pdf
<i>REQUIRED: Philip O'Brien FSA ELA 2017</i>
Philip_O'Brien_EdStats_FSSA_Science_2017.pdf
<i>REQUIRED: Philip O'Brien FSSA Science 2017</i>

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Philip O'Brien FSA data indicates these areas for Strengths:

1. Increase in all student proficiency in Reading grades 3-5
2. Increase in all student proficiency in Math grades 3-5

Philip O'Brien FSA data indicates these areas of need:

1. Decrease in math for students in the lowest 25% category
2. Students not meeting proficiency level in Science

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Provide Resources for effective Inquiry Based Math and Science instruction.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will improve core instruction by meaningfully engaging all students in rigorous task aligned with the full intent of the Florida State Standards in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All teachers will improve core instruction by meaningfully engaging all students in rigorous task aligned with the full intent of the Florida State Standards in all content areas. 1a

G089864

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
Statewide Science Assessment Achievement	54.0
FSA Mathematics Achievement	54.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigorous Tiered instruction
- Lack of meaningful engagement and an increase of students entering without prerequisite skills for grade level.
- Lack of Inquiry Based Instruction
- Buy-In for Mission and Vision
- Student attendance
- Lack of effective classroom management

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Vertical Team Building
- Collaborative Planning
- Electronic Resources :CPalms, Renaissance Place-Accelerated Reader, ThinkCentral, CCC-Steaming Media, Read.org, Reading Rocket.org, iStation, Star Literacy, and A to Z Reading Intervention, Reflex Math
- Print Resources :Reading Wonders, GoMath! Florida Standards, Newspapers in Education, Scholastic Weekly Readers
- Content Area Interventionists: Reading Literacy
- Resources for Title 1 Academic Nights Activities and Title 1 Parent Workshops
- Hands-On resources for direct student engagement: BBY/Shape Bait Math, ELA, Science, Math 5E lessons and manipulative
- Reading/Science/ Math Coach

Plan to Monitor Progress Toward G1. 8

Progress monitoring assessment tools: iStation, IBTP, Star Literacy, Math and Science PM-FE, and District-Timed Writing

Person Responsible

MERRI CRAWFORD

Schedule

Quarterly, from 8/29/2017 to 5/24/2018

Evidence of Completion

Progress monitoring will be reviewed and if increases are not evident, goals will be re-evaluated and refined.

Plan to Monitor Progress Toward G1. 8

Continuous monitoring of the Block schedule is in effect for the proper amount of time for reading and math and a smooth flow of the day to maximize instructional time in the classroom.

Person Responsible

MERRI CRAWFORD

Schedule

Monthly, from 8/29/2017 to 5/24/2018

Evidence of Completion

The block schedule will be monitored for accuracy in order to insure instructional time and collaborative planning time is effective.

Plan to Monitor Progress Toward G1. 8

Collaborative Planning sessions will be monitored to ensure that all grade levels use their time wisely in unpacking the Florida Standards and that meaningful, rigorous and effective strategies are being implemented with fidelity.

Person Responsible

Tracy Flowers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observations during collaborative planning sessions, meeting notes, observations, Journey and progress monitoring data will be used to determine the effectiveness of meeting the goal.

Plan to Monitor Progress Toward G1. 8

Inquiry based instruction and use of 5 E's model of instruction in Math and Science will be a focus during collaborative planning sessions and will be observed in classrooms.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Observations, Journey, collaborative planning notes and Lesson Plans.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will improve core instruction by meaningfully engaging all students in rigorous task aligned with the full intent of the Florida State Standards in all content areas. 1

G089864

G1.B1 Lack of rigorous Tiered instruction 2

B239589

G1.B1.S1 Teachers will provide rigorous Tiered instruction focusing on Florida State Standards which will be evident during walk throughs, observations and lesson plans. 4

S252501

Strategy Rationale

By monitoring what is expected and giving feedback, compliance will increase.

Action Step 1 5

The administration will use focused walk throughs targeting rigorous Standards-based Tiered Instruction.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Observations, collaborative planning sessions and Journey walk-through, Tiered engagement data

Action Step 2 5

The administration and instructional coaches will provide professional development on cognitive complexity to enhance teacher understanding of the Florida Standards and their cognitive complexity levels.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level. Data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.

Action Step 3 5

The administration will use Florida Standards to enhance teacher understanding. We will use the alignment tool to assist teachers in their collaborative planning sessions to target what is to be taught at that standard for their grade level.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

The administration observation/facilitation of collaborative planning sessions, examination of teacher lesson plans and use classroom walk through documentation for continuous improvement and utilize data collected to make necessary changes based on trends that emerge from that data.

Action Step 4 5

Extended Learning opportunities for all students not meeting grade proficiency levels will be conducted after school and during school hours.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Student assessment data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The administration will target cognitive complexity/rigor with focused walk throughs by looking for projects and activities aligned with cognitive complexity levels.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walk throughs, informal and formal observations will be recorded in Journey including corrective feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The administration will target Florida Standards alignment with focused walk throughs by focusing on curriculum, learners, instruction, and the learning environment that's aligned with cognitive complexity levels.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Results of Classroom walk through for Continuous Improvement

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

We will be using focused walk throughs targeting the use of the Florida Standards and the use of cognitive complexity/rigor using Journey and classroom walkthrough for continuous improvement.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Evidence of the effectiveness will be reflected in Journey during walk throughs, informal and formal observations including corrective feedback where needed and compiled data from walk through will be utilized for continuous improvement.

G1.B1.S2 Weekly collaborative planning will be used to determine effective strategies for rigorous Tiered instruction of the Florida Standards. 4

 S252502

Strategy Rationale

This will ensure that all students receive the quality Tiered instruction for mastering the Florida Standards.

Action Step 1 5

The Administration and Instructional Coaches will facilitate collaborative planning sessions to ensure pre-planning is occurring.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Meeting notes/agendas will be reviewed and kept as a record of meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Administration and Coaches will be in the collaborative planning sessions to facilitate planned and focused meetings.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

There will be scheduled facilitation as noted in meeting notes and lesson plans reflecting meaningful, rigorous and engaging lessons.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

As the collaborative meetings continue and increase in effectiveness, the administration and coaches will be able to gradually release the facilitation back to the grade level.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Meetings will be effective without co-facilitation by the administration and coaches and evidences through meeting notes and lesson plans.

G1.B2 Lack of meaningful engagement and an increase of students entering without prerequisite skills for grade level. 2

 B239590

G1.B2.S1 To increase student engagement by continual implementation of the gradual release model of ELA instruction. 4

 S252503

Strategy Rationale

By increasing student engagement using the Florida Standards, student data will improve.

Action Step 1 5

The administration will continue to provide professional development on the gradual release model of instruction as needed.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

The implementation of Journey and focusing on the continual implementation of the gradual release model and the 5 E's model to show ncreasing meaningful student engagement.

Action Step 2 5

The administration will use Journey observations for continuous improvement to ascertain levels of engagement.

Person Responsible

MERRI CRAWFORD

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Classroom walk through for continuous improvement record sheets with trend data

Action Step 3 5

To increase student engagement teachers will incorporate researched based reading and math technology programs such as Reflex Math.

Person Responsible

Schedule

Daily, from 9/5/2017 to 5/25/2018

Evidence of Completion

Data will be collected and analyzed from each program.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The administration will monitor the use of gradual release and 5 E's for student engagement through focused observations.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Observations using Journey and observation using Dana Center's Classroom Walkthrough for Continuous Improvement

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

We will monitor using observations and Journey with corrective feedback and support/coaching through individual feedback, collaborative planning meetings and leadership team meetings.

Person Responsible

MERRI CRAWFORD

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

We will use the data from our progress monitoring pieces for increases in students achievement.

G1.B2.S2 Daily monitoring of meaningful engagement and providing necessary feedback and coaching as appropriate. 4

S252504

Strategy Rationale

Providing necessary feedback and coaching where needed will increase meaningful engagement as student achievement data will increase.

Action Step 1 5

The Administration will do daily walkthroughs as scheduled focusing on meaningful, rigorous engagement and providing necessary feedback.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Daily walkthroughs and Journey observations

Action Step 2 5

The Coaches will do walkthroughs and assist teachers with coaching upon request.

Person Responsible

Christine Harrison

Schedule

Daily, from 8/21/2017 to 5/24/2018

Evidence of Completion

Literary Coach walkthrough data and data from requested teacher assistance.

G1.B3 Lack of Inquiry Based Instruction **2**

 B239591

G1.B3.S1 We will implement the 5 E's model (Engage, Explore, Explain, Elaborate and Evaluate) for instruction in Math and Science. **4**

 S252505

Strategy Rationale

The 5 E's model for instruction will increase the level of Inquiry based instruction.

Action Step 1 **5**

We will continue implementation of the 5 E's instructional model for all staff members.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/21/2017 to 5/24/2018

Evidence of Completion

Observations, collaborative planning sessions, Journey walkthroughs, tiered engagement data

Action Step 2 **5**

We will continue implementation of the 5 E instructional plan for staff, students, and parents through the incorporation of a Family Science Night.

Person Responsible

Tracy Flowers

Schedule

On 2/28/2018

Evidence of Completion

Orlando Science Center visit, flyers, sign-in sheets, evaluation forms

Action Step 3 5

Teachers will continue implementing 5 E instructions in Math through the use of hands on math manipulatives. ("Shape Bait Math")

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/21/2017 to 5/25/2018

Evidence of Completion

Journey walkthroughs, observations, collaborative planning sessions,

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The administration will monitor through observations using focused observations during Math and Science instruction for the use of the 5 E's model of instruction.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Observations using Journey and observations during classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The Administration and Coaches will observe for implementation of gradual release and 5 E's models for use in the classrooms.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Observations, Journey, collaborative planning sessions and lesson plans will be used to verify use of 5 E's and inquiry based instruction in Math and Science

G1.B3.S2 Teachers will use hands on materials/manipulatives to enhance inquiry based strategies in Math and Science. 4

 S252506

Strategy Rationale

By using hands on/manipulatives, the level of inquiry based instructional strategies will increase.

Action Step 1 5

Observations, collaborative planning sessions and Journey walk-through Tiered engagement data

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level of cognitive complexity. The data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.

G1.B4 Buy-In for Mission and Vision 2

 B239592

G1.B4.S1 The writing of School Improvement Plan will be a collaborative effort ensuring that stakeholders are included. 4

 S252507

Strategy Rationale

By making the School Improvement Plan more inclusive, the plan will have more buy-in as a result.

Action Step 1 5

The creation of the School Improvement Plan will be a collaborative process.

Person Responsible

Tracy Flowers

Schedule

Biweekly, from 6/26/2017 to 10/31/2017

Evidence of Completion

Completion and publishing of School Improvement Plan

Action Step 2 5

To increase the level of "buy in" in regards to the school's Mission and Vision, Philip O'Brien will incorporate 3 Family Involvement events. These events are "Read Around the Camp Fire", "Reading/Math Academic Night", and "Exploring New Cultures through Reading": Multi-Cultural Festival".

Person Responsible

Tracy Flowers

Schedule

On 2/28/2018

Evidence of Completion

sign in sheet, flyer, reading material, evaluation

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The collaborative School Improvement meetings will have sign in sheets as documentation of the collaborative planning sessions and will be retained as proof.

Person Responsible

MERRI CRAWFORD

Schedule

Biweekly, from 8/21/2017 to 10/27/2017

Evidence of Completion

Signed attendance sheets and the completion of the School Improvement Plan.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Weekly review of the School Improvement collaborative writing progress.

Person Responsible

MERRI CRAWFORD

Schedule

Biweekly, from 8/21/2017 to 10/27/2017

Evidence of Completion

The completion of the School Improvement Plan, sign in sheets during the writing of the SIP and documentation of the staff review.

G1.B5 Student attendance 2

B239593

G1.B5.S1 The attendance manager will monitor excessive tardies and absences and will refer students to the guidance counselor and social worker. Teachers will also monitor excessive tardies and absences and will contact parents/guardians via agenda, email, or phone call. 4

S252508

Strategy Rationale

The guidance counselor, social work, and or teachers, will conduct group attendance meeting and or face to face meetings to provide extra support.

Action Step 1 5

This support will include but not limited to; parent contact, attendance contracts, and or Tier 2 intervention plans.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student attendance data

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will monitor attendance data

Person Responsible

MERRI CRAWFORD

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

attendance data collected from Guidance Counselor and Social Worker

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Attendance manager, Guidance Counselor, Social work, and administration will monitor student attendance data

Person Responsible

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

student attendance data, meeting notes, agendas, sign-in sheets

G1.B6 Lack of effective classroom management 2

 B240040

G1.B6.S1 Continue to implement researched based classroom management strategies that work. Provide individual professional develop as needed. 4

 S253372

Strategy Rationale

The continual implementation of researched based classroom management strategies will increase student achievement.

Action Step 1 5

Administration walkthroughs and focused observations on classroom management strategies.

Person Responsible

Tracy Flowers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Journey walkthrough data

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Classroom walkthroughs, Journey informal and formal observations to monitor strategies for effective classroom management, feedback

Person Responsible

Tracy Flowers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Journey walkthroughs, informal and formal observations documentation, and notes from feedback

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Journey walkthroughs and focused observations

Person Responsible

Tracy Flowers

Schedule

On 5/24/2018

Evidence of Completion

Data collected from Journey walkthroughs and observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S1.MA1 M346920	The collaborative School Improvement meetings will have sign in sheets as documentation of the...	CRAWFORD, MERRI	8/21/2017	Signed attendance sheets and the completion of the School Improvement Plan.	10/27/2017 biweekly
G1.B4.S1.MA1 M346919	Weekly review of the School Improvement collaborative writing progress.	CRAWFORD, MERRI	8/21/2017	The completion of the School Improvement Plan, sign in sheets during the writing of the SIP and documentation of the staff review.	10/27/2017 biweekly
G1.B4.S1.A1 A330107	The creation of the School Improvement Plan will be a collaborative process.	Flowers, Tracy	6/26/2017	Completion and publishing of School Improvement Plan	10/31/2017 biweekly
G1.B4.S1.A2 A340408	To increase the level of "buy in" in regards to the school's Mission and Vision, Philip O'Brien...	Flowers, Tracy	11/2/2017	sign in sheet, flyer, reading material, evaluation	2/28/2018 one-time
G1.B3.S1.A2 A330105	We will continue implementation of the 5 E instructional plan for staff, students, and parents...	Flowers, Tracy	1/11/2018	Orlando Science Center visit, flyers, sign-in sheets, evaluation forms	2/28/2018 one-time
G1.B1.S1.A4 A340521	Extended Learning opportunities for all students not meeting grade proficiency levels will be...	CRAWFORD, MERRI	9/5/2017	Student assessment data	5/18/2018 weekly
G1.B3.S1.A1 A330104	We will continue implementation of the 5 E's instructional model for all staff members.	CRAWFORD, MERRI	8/21/2017	Observations, collaborative planning sessions, Journey walkthroughs, tiered engagement data	5/24/2018 daily
G1.B1.S1.A1 A330095	The administration will use focused walk throughs targeting rigorous Standards-based Tiered...	CRAWFORD, MERRI	8/10/2017	Observations, collaborative planning sessions and Journey walk-through, Tiered engagement data	5/24/2018 weekly
G1.B1.S1.A2 A330096	The administration and instructional coaches will provide professional development on cognitive...	CRAWFORD, MERRI	8/10/2017	Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level. Data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.	5/24/2018 weekly
G1.B1.S1.A3 A330097	The administration will use Florida Standards to enhance teacher understanding. We will use the...	CRAWFORD, MERRI	8/10/2017	The administration observation/ facilitation of collaborative planning sessions, examination of teacher lesson plans and use classroom walk through documentation for continuous improvement and utilize data collected to make necessary changes based on trends that emerge from that data.	5/24/2018 weekly
G1.MA1 M346923	Progress monitoring assessment tools: iStation, IBTP, Star Literacy, Math and Science PM-FE, and...	CRAWFORD, MERRI	8/29/2017	Progress monitoring will be reviewed and if increases are not evident, goals will be re-evaluated and refined.	5/24/2018 quarterly
G1.B2.S1.MA1 M346915	We will monitor using observations and Journey with corrective feedback and support/coaching...	CRAWFORD, MERRI	8/14/2017	We will use the data from our progress monitoring pieces for increases in students achievement.	5/24/2018 quarterly
G1.B2.S1.MA1 M346916	The administration will monitor the use of gradual release and 5 E's for student engagement...	CRAWFORD, MERRI	8/21/2017	Observations using Journey and observation using Dana Center's Classroom Walkthrough for Continuous Improvement	5/24/2018 weekly
G1.B2.S1.A1 A330099	The administration will continue to provide professional development on the gradual release model...	CRAWFORD, MERRI	8/14/2017	The implementation of Journey and focusing on the continual implementation of the gradual release model and the 5 E's model to show ncreasing meaningful student engagement.	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2 A330100	The administration will use Journey observations for continuous improvement to ascertain levels of...	CRAWFORD, MERRI	8/21/2017	Classroom walk through for continuous improvement record sheets with trend data	5/24/2018 monthly
G1.B3.S2.A1 A330106	Observations, collaborative planning sessions and Journey walk-through Tiered engagement data	CRAWFORD, MERRI	8/21/2017	Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level of cognitive complexity. The data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.	5/24/2018 weekly
G1.B3.S1.MA1 M346917	The Administration and Coaches will observe for implementation of gradual release and 5 E's models...	CRAWFORD, MERRI	8/10/2017	Observations, Journey, collaborative planning sessions and lesson plans will be used to verify use of 5 E's and inquiry based instruction in Math and Science	5/24/2018 weekly
G1.B3.S1.MA1 M346918	The administration will monitor through observations using focused observations during Math and...	CRAWFORD, MERRI	8/10/2017	Observations using Journey and observations during classroom walkthroughs.	5/24/2018 weekly
G1.B1.S1.MA3 M346912	The administration will target Florida Standards alignment with focused walk throughs by focusing...	CRAWFORD, MERRI	8/10/2017	Results of Classroom walk through for Continuous Improvement	5/24/2018 weekly
G1.B1.S1.MA1 M346911	The administration will target cognitive complexity/rigor with focused walk throughs by looking for...	CRAWFORD, MERRI	8/10/2017	Walk throughs, informal and formal observations will be recorded in Journey including corrective feedback	5/24/2018 weekly
G1.B2.S2.A2 A330103	The Coaches will do walkthroughs and assist teachers with coaching upon request.	Harrison, Christine	8/21/2017	Literary Coach walkthrough data and data from requested teacher assistance.	5/24/2018 daily
G1.B1.S1.MA1 M346910	We will be using focused walk throughs targeting the use of the Florida Standards and the use of...	CRAWFORD, MERRI	8/10/2017	Evidence of the effectiveness will be reflected in Journey during walk throughs, informal and formal observations including corrective feedback where needed and compiled data from walk through will be utilized for continuous improvement.	5/24/2018 weekly
G1.B2.S2.A1 A330102	The Administration will do daily walkthroughs as scheduled focusing on meaningful, rigorous...	CRAWFORD, MERRI	8/10/2017	Daily walkthroughs and Journey observations	5/24/2018 daily
G1.MA3 M346925	Collaborative Planning sessions will be monitored to ensure that all grade levels use their time...	Flowers, Tracy	8/14/2017	Observations during collaborative planning sessions, meeting notes, observations, Journey and progress monitoring data will be used to determine the effectiveness of meeting the goal.	5/24/2018 weekly
G1.MA2 M346924	Continuous monitoring of the Block schedule is in effect for the proper amount of time for reading...	CRAWFORD, MERRI	8/29/2017	The block schedule will be monitored for accuracy in order to insure instructional time and collaborative planning time is effective.	5/24/2018 monthly
G1.B5.S1.MA1 M346921	Attendance manager, Guidance Counselor, Social work, and administration will monitor student...		8/10/2017	student attendance data, meeting notes, agendas, sign-in sheets	5/24/2018 weekly
G1.B5.S1.MA1 M346922	Administration will monitor attendance data	CRAWFORD, MERRI	8/10/2017	attendance data collected from Guidance Counselor and Social Worker	5/24/2018 monthly
G1.B5.S1.A1 A330108	This support will include but not limited to; parent contact, attendance contracts, and or Tier 2...	CRAWFORD, MERRI	8/10/2017	Student attendance data	5/24/2018 weekly
G1.B6.S1.MA1 M348730	Journey walkthroughs and focused observations	Flowers, Tracy	8/14/2017	Data collected from Journey walkthroughs and observations	5/24/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S1.MA1  M351098	Classroom walkthroughs, Journey informal and formal observations to monitor strategies for...	Flowers, Tracy	8/14/2017	Journey walkthroughs, informal and formal observations documentation, and notes from feedback	5/24/2018 weekly
G1.B6.S1.A1  A331523	Administration walkthroughs and focused observations on classroom management strategies.	Flowers, Tracy	8/10/2017	Journey walkthrough data	5/24/2018 monthly
G1.B1.S2.MA1  M346913	As the collaborative meetings continue and increase in effectiveness, the administration and...	CRAWFORD, MERRI	8/21/2017	Meetings will be effective without co-facilitation by the administration and coaches and evidences through meeting notes and lesson plans.	5/24/2018 weekly
G1.B1.S2.MA1  M346914	The Administration and Coaches will be in the collaborative planning sessions to facilitate planned...	CRAWFORD, MERRI	8/14/2017	There will be scheduled facilitation as noted in meeting notes and lesson plans reflecting meaningful, rigorous and engaging lessons.	5/24/2018 weekly
G1.B1.S2.A1  A330098	The Administration and Instructional Coaches will facilitate collaborative planning sessions to...	CRAWFORD, MERRI	8/14/2017	Meeting notes/agendas will be reviewed and kept as a record of meetings.	5/24/2018 weekly
G1.MA4  M346926	Inquiry based instruction and use of 5 E's model of instruction in Math and Science will be a focus...	CRAWFORD, MERRI	9/5/2017	Observations, Journey, collaborative planning notes and Lesson Plans.	5/24/2018 weekly
G1.B3.S1.A3  A340736	Teachers will continue implementing 5 E instructions in Math through the use of hands on math...	CRAWFORD, MERRI	8/21/2017	Journey walkthroughs, observations, collaborative planning sessions,	5/25/2018 daily
G1.B2.S1.A3  A344343	To increase student engagement teachers will incorporate researched based reading and math...		9/5/2017	Data will be collected and analyzed from each program.	5/25/2018 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers will improve core instruction by meaningfully engaging all students in rigorous task aligned with the full intent of the Florida State Standards in all content areas.

G1.B1 Lack of rigorous Tiered instruction

G1.B1.S1 Teachers will provide rigorous Tiered instruction focusing on Florida State Standards which will be evident during walk throughs, observations and lesson plans.

PD Opportunity 1

The administration and instructional coaches will provide professional development on cognitive complexity to enhance teacher understanding of the Florida Standards and their cognitive complexity levels.

Facilitator

Christine Harrison, ELA Coach, Carolyn Ouhri, Math/Science Coach

Participants

All faculty members

Schedule

Weekly, from 8/10/2017 to 5/24/2018

G1.B3 Lack of Inquiry Based Instruction

G1.B3.S1 We will implement the 5 E's model (Engage, Explore, Explain, Elaborate and Evaluate) for instruction in Math and Science.

PD Opportunity 1

We will continue implementation of the 5 E's instructional model for all staff members.

Facilitator

Carolyn Ouhri- Math/Science Coach

Participants

All Teachers

Schedule

Daily, from 8/21/2017 to 5/24/2018

PD Opportunity 2

Teachers will continue implementing 5 E instructions in Math through the use of hands on math manipulatives. ("Shape Bait Math")

Facilitator

Carolyn Ouhri- Math Coach, Debbie Head & Libby Pollett ("Shape Bait" Facilitators)

Participants

All Teachers

Schedule

Daily, from 8/21/2017 to 5/25/2018

G1.B6 Lack of effective classroom management

G1.B6.S1 Continue to implement researched based classroom management strategies that work. Provide individual professional develop as needed.

PD Opportunity 1

Administration walkthroughs and focused observations on classroom management strategies.

Facilitator

Administration, Christine Harrison- Reading Coach, Carolyn Ouhri- Math/Science Coach

Participants

All teachers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	The administration will use focused walk throughs targeting rigorous Standards-based Tiered Instruction.				\$0.00
2	G1.B1.S1.A2	The administration and instructional coaches will provide professional development on cognitive complexity to enhance teacher understanding of the Florida Standards and their cognitive complexity levels.				\$0.00
3	G1.B1.S1.A3	The administration will use Florida Standards to enhance teacher understanding. We will use the alignment tool to assist teachers in their collaborative planning sessions to target what is to be taught at that standard for their grade level.				\$0.00
4	G1.B1.S1.A4	Extended Learning opportunities for all students not meeting grade proficiency levels will be conducted after school and during school hours.				\$66,772.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0151 - Philip O'Brien Elementary School	Title, I Part A		\$61,772.00
<i>Notes: Notes During school hours and afterschool Extended learning.</i>						
	5900	510-Supplies	0151 - Philip O'Brien Elementary School	Title, I Part A		\$5,000.00
<i>Notes: Notes Extended Learning Supplies</i>						
5	G1.B1.S2.A1	The Administration and Instructional Coaches will facilitate collaborative planning sessions to ensure pre-planning is occurring.				\$118,227.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0151 - Philip O'Brien Elementary School	Title, I Part A		\$118,227.00
<i>Notes: Literacy Coach Math Coach</i>						
6	G1.B2.S1.A1	The administration will continue to provide professional development on the gradual release model of instruction as needed.				\$0.00
7	G1.B2.S1.A2	The administration will use Journey observations for continuous improvement to ascertain levels of engagement.				\$0.00
8	G1.B2.S1.A3	To increase student engagement teachers will incorporate researched based reading and math technology programs such as Reflex Math.				\$3,295.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0151 - Philip O'Brien Elementary School	Title, I Part A		\$3,295.00
<i>Notes: Reflex</i>						

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9	G1.B2.S2.A1	The Administration will do daily walkthroughs as scheduled focusing on meaningful, rigorous engagement and providing necessary feedback.				\$0.00
10	G1.B2.S2.A2	The Coaches will do walkthroughs and assist teachers with coaching upon request.				\$0.00
11	G1.B3.S1.A1	We will continue implementation of the 5 E's instructional model for all staff members.				\$12,116.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0151 - Philip O'Brien Elementary School	Title, I Part A		\$7,616.00
			<i>Notes: Notes Substitutes for professional development (2 days) Shape Bait Math</i>			
	5100	530-Periodicals	0151 - Philip O'Brien Elementary School	Title, I Part A		\$4,500.00
			<i>Notes: Social Studies/Science Weekly</i>			
12	G1.B3.S1.A2	We will continue implementation of the 5 E instructional plan for staff, students, and parents through the incorporation of a Family Science Night.				\$1,668.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		0151 - Philip O'Brien Elementary School	Title I, Part A		\$1,668.00
			<i>Notes: Family Science Night</i>			
13	G1.B3.S1.A3	Teachers will continue implementing 5 E instructions in Math through the use of hands on math manipulatives. ("Shape Bait Math")				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0151 - Philip O'Brien Elementary School	Title, I Part A		\$4,000.00
			<i>Notes: Notes Purchase Shape Bait Math Material</i>			
14	G1.B3.S2.A1	Observations, collaborative planning sessions and Journey walk-through Tiered engagement data				\$0.00
15	G1.B4.S1.A1	The creation of the School Improvement Plan will be a collaborative process.				\$0.00
16	G1.B4.S1.A2	To increase the level of "buy in" in regards to the school's Mission and Vision, Philip O'Brien will incorporate 3 Family Involvement events. These events are "Read Around the Camp Fire", "Reading/Math Academic Night", and "Exploring New Cultures through Reading": Multi-Cultural Festival".				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0151 - Philip O'Brien Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Notes</i>			
17	G1.B5.S1.A1	This support will include but not limited to; parent contact, attendance contracts, and or Tier 2 intervention plans.				\$719.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	360-Rentals	0151 - Philip O'Brien Elementary School			\$719.00
			<i>Notes: Message on Hold</i>			
18	G1.B6.S1.A1	Administration walkthroughs and focused observations on classroom management strategies.				\$0.00
					Total:	\$208,797.00