

Polk County Public Schools

Oscar J. Pope Elementary School



2017-18 Schoolwide Improvement Plan

Oscar J. Pope Elementary School

2730 MAINE AVE, Lakeland, FL 33801

<http://schools.polk-fl.net/ojp>

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	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

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 Oscar J. Pope Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

"At Oscar J. Pope Elementary, we believe that all can and will learn. We expect everyone to work together as a team, respect themselves and each other and to become life-long learners."

b. Provide the school's vision statement.

"Oscar J. Pope Elementary School has support from the staff, parents, and the community. Our students are successful and actively engaged in active, purposeful, hands on activities. Our teachers are enthusiastic and all classrooms present a warm and inviting atmosphere where the love of reading and writing is consistently encouraged. Learning experiences that involve critical thinking and problem solving are evident. Technology is used to help students access knowledge and to practice the skills necessary for success in the workforce. Our campus provides a safe and orderly environment for all. All students demonstrate respect for school rules. Staff members and transportation staff reinforce those rules in a positive manner."

2. School Environment

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

The school learns about student cultures through various community, district and school-wide events that are designed to promote diversity. Parent nights, school festivals and community centered activities are planned with parental support throughout the year. Students are encouraged to express their culture through writing and reading activities embedded in the curriculum throughout the year.

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

Upon arrival students are greeted by staff and directed to various areas of the campus. Students are allowed to eat breakfast, read, and engage in academic activities until school starts. Students development is fostered and supported by use of Positive Behavior/CHAMPS Initiatives by all staff members. Safe school measures are routinely practiced including: locked classroom doors, limited access to campus, and mandatory check in at front office for visitors. Drills are routinely scheduled to practice procedures for fire, tornado and lock down emergencies. Dismissal procedures are followed daily with appropriate personnel assigned to various areas of the campus to ensure safety in the hallway, on the sidewalks and at car rider/bus loading areas.

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.

The school incorporates a tiered level of support for all students. To minimize distractions to keep students engaged during instructional time, all staff members have been trained in Positive Behavioral Intervention Supports/CHAMPS. Staff members reward students with a horseshoe and provide specific and immediate praise. We also utilize a positive behavior referral which allows all staff members to recognize students for making positive choices and exemplifying our school wide behavioral expectations known as "We Are OSCAR". Our goal as a staff is a 4:1 positive to corrective

statement. Classroom expectations are developed by each teacher and must support the school wide expectations and behavior plan. The first week of school is filled with positive behavioral lessons designed to provide students with explicit modeling of expectations in every area of the school.

Monthly behavior rewards, known as OSCARbrations, are developed by the Positive Behavioral Intervention Support committee in conjunction with school administration. Students earn a specific number of horseshoes to attend OSCARbration. In the past, students have not had a choice of activities for OSCARbration. However, this year, we are embracing students making choices based upon data collected from the end of the year student Positive Behavior survey.

Students not making positive behavior choices are supported through a variety of supports and interventions including minor behavior tracking forms, check in and check out system, staff mentoring, functional behavioral assessments, and behavior intervention plans.

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.

The school incorporates Keys to Character and social skill building lessons routinely as Part Tier 1 services to students. The Guidance Counselor collaborates with the District, School Leadership Team, staff members and parents to establish Tier 2 supports such as Check In/ Check Out, small group counseling, student observations and individual consultations. The Guidance Counselor collaborates and assigns students to mentors from various District approved organizations such Big Brothers Big Sisters and Polk Volunteers. The Guidance Counselor actively works to connect parents with community resources outside of school to aid with the social-emotional needs of students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

The school has several incentives in place to encourage attendance and appropriate behavior. The systems report generated by the district is reviewed by the leadership team and appropriate district level and school based employees are notified. Phone calls are made to parents and assistance is offered in areas where school can assist. Suspensions are monitored and students are provided support in areas of greatest need. Level 1 students receive immediate interventions and also are assigned mentors.

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	5	6	8	4	8	6	0	0	0	0	0	0	0	37	
One or more suspensions	1	1	1	3	0	1	0	0	0	0	0	0	0	7	
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	0	0	0	0	0	0	0	0	0	0		

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	0	1	0	0	0	0	0	0	0	0	0	1

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

Students identified by the early warning system are logged and monitored from the beginning of the year. Many interventions are implemented such as Student Profiles/Self Monitoring Logs, Student Conferences with teachers, Check In Check Out support with Guidance, home visits by Social Worker, Behavior Plans, Academic Tier Plans, and Lowest Quartile monitoring. The Leadership Team reviews data regularly to identify the effectiveness of interventions. An incentive program was implemented to promote perfect attendance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/469706>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 school builds and sustains partnerships with the local community through SAC and PTO organizations. More than 50% of participants are business partners. The school has two major activities each year, a Christmas auction and Young Authors conference in which business partners participate and support both financially and socially. Community partners also provide clothing, school supplies and incentives to assist with attendance and testing. Business partners sponsor several spirit nights throughout the year and donate percentages of the proceeds to the school.

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
Griffin, Carol	Principal
Huntley, Charlie	Assistant Principal
Machado, Lucas	School Counselor
Rockett, Lisa	Teacher, ESE
Phillips, Catherine	Instructional Coach

b. Duties

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

Carol E. Griffin, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is utilizing technology, collaborative lesson planning and rigorous instruction aligned with the standards.

Charlie Huntley, Assistant Principal: Provides information on school-wide discipline data, ensures that school-based team participates in implementation of intervention support and documentation, & ensures adequate professional development to support/increase knowledge and skills of staff.

Shakira Grier, School Counselor: Provides quality services and knowledge on issues ranging from program design to assessment and progress monitoring with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral and social success.

Lisa Rockett, ESE Facilitator: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered interventions; collaborate with ESE and general education teachers

Sara Flora, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation

Lori Register, Math Coach: Provides information regarding math core instruction and standard alignment; participates in student data collection; collaborates with staff and assists with intervention development to for students on, above and below grade level in math.

Deloris Shockley, Reading Coach: Provides information regarding reading core instruction and standard alignment; participates in student data collection; collaborates with staff and assists with intervention development to for students on, above and below grade level in reading.

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.

The MTSS Leadership Team will have focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- * Review school-wide, grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done bi-weekly if new data is available.
- * Help referring teachers design feasible strategies and interventions from struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
- * Facilitate the process of building consensus, increasing infrastructure, and making decisions about

implementation.

- * Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

- * Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A

Title I, Part A, funds school-wide services to Oscar J. Pope 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 tutoring, supplemental instructional materials, instructional coaches, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled at Oscar J. Pope 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

Title I, Part D, provides 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

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Oscar J. Pope are used to pay teachers and purchase materials for professional development.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school 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)

NA

Violence Prevention Programs

Oscar J. Pope provides violence and drug prevention programs in school in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

The school is not a location for a summer feeding program for the community.

Housing Programs

NA

Head Start

Oscar J. Pope will maintain its Head Start program which includes two classes of children for the 2013-2014 school year. Head Start children regularly engage in story time with the Media Specialist, and participate in other school-wide activities as appropriate. 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 invited to be 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tracey Porter	Parent
Sylvia Holmes	Business/Community
Alex Miller	Business/Community
Louise Camacho	Education Support Employee
Joseph Midzalkowski	Business/Community
Natalie Oldenkamp	Business/Community
Mary Payne	Business/Community
Judy Harrison	Business/Community
Carol Griffin	Principal
Lori Register	Teacher
Nuyen Spencer	Education Support Employee
Natoya Wright	Parent
Marcella Wright	Parent
Beatriz Cruz	Education Support Employee
Amalin Rodriguez	Education Support Employee
Janette McDonald	Parent

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee reviewed final SIP plan in November of 2016. The Plan was discussed and changes made before final sent for approval.

b. Development of this school improvement plan

SAC committee will review draft plan and make corrections based on input and data. This will take place during October meeting. Upon approval of the SIP plan by the local school board, the school will make available copies of the annual SIP plan for viewing via the main office.

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

The school's annual budget is reviewed and approved by the leadership team. There was a huge Title one budget as well. Paper copies of the 2017-2018 SIP plan will be made available to parents and families upon request.

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

Full amount use to purchase Wednesday Communication Folders and Parent Conference Nights. Allocated amount is \$2189.

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
Griffin, Carol	Principal
Huntley, Charlie	Assistant Principal
Machado, Lucas	School Counselor
Rockett, Lisa	Teacher, ESE

b. Duties

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

The LLT promotes literacy through various activities throughout the school year. A federal program allows a reading program entitled " Books Bridge" to travel into the community to distribute books. A read-a-thon is done twice a year. The LLT also facilitates a school- wide Young Authors Conference. The LLT also monitors the AR reading plan designed to promote independent reading.

D. Public and Collaborative Teaching

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

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

Administration encourages positive working relationships by incorporating staff recognition in the staff's weekly newsletter. Administration also offers incentives in conjunction with this effort. Administration meets with each grade level weekly on Tuesday to assists with collaborative planning and instruction. Grades Kindergarten, 2nd and 5th also meet on Thursday with reading and math coach for additional

planning. Grades 3rd, 4th and 1st meet with Math and Reading coach on Wednesday for additional planning.

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

Administration coordinates with the Quality Counts Office to recruit highly qualified minority teachers to ensure a diverse staff. New teachers to Oscar J. Pope are paired with a mentor to assist with the transition. Members of the Leadership Team (administration, Reading/Math Coaches, Guidance) meet weekly with grade levels to foster an environment of continued professional development.

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

New teachers are paired with a teacher with experience. Planned mentoring activities are as follows: meet at least weekly with assigned members of the Leadership to collaborate and train, model instructional strategies in the classroom, assists with lesson planning, observe instruction, provide feedback, identify students in need of differentiation/progress monitoring and discuss assessment practices.

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.

Administration and Leadership team ensures that the district learning maps are utilized and implemented with fidelity through weekly and daily monitoring of lesson plans. Observations and walk throughs and shared with staff to provide immediate feedback.

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.

The school used State, District and school data to identify student needs. This data is used to create skill ability groups. During the reading blocks, in addition to receiving instruction on grade level, students are grouped and are able to receive enrichment and remediation to support continued growth. Teachers use Reading Wonders On Level, Above and Approaching Level materials to modify and supplement instruction. Data is also used to create tutoring groups for extended learning programs held after school and on weekends.

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: 2,160

The school will have after school tutoring for students who scored Level one or two on FSA in math and reading ,

Strategy Rationale

To provide smaller group instruction to meet needs of individual students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Griffin, Carol, carol.griffin@polk-fl.net

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

Pre and Post academy test

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, Â§ 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.

Kindergarten round up, parent meetings, middle school administration visits 5th graders and describe middle school experience and opportunities, and high school student mentors

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.

N/A

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, Â§ 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:

No files were uploaded

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.

Students are not increasing in proficiency as evidenced by three years worth of FSA data.

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.

Students are not increasing their levels of proficiency because of the inconsistent use of lesson data to drive 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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement quarterly parent assemblies and provide monthly incentives for perfect attendance, the daily attendance rate for students will increase from 91% to 95%.
- G2.** Teachers will engage students in rigorous tasks aligned with the intent of the standards in all content areas.
- G3.** Teachers will use assessment data to drive instruction and increase achievement in Reading.
- G4.** Teachers will demonstrate increased knowledge of classroom management and standard pedagogy through the use of data-driven strategies and best practices.

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. If we implement quarterly parent assemblies and provide monthly incentives for perfect attendance, the daily attendance rate for students will increase from 91% to 95%. 1a

G098133

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Parental lack of knowledge of attendance procedures, expectations, and legislation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School social worker, school counselor, attendance manager

Plan to Monitor Progress Toward G1. 8

Daily attendance data will be collected and reviewed throughout the year to determine progress toward the goal and/or targets.

Person Responsible

Charlie Huntley

Schedule

Weekly, from 8/25/2017 to 5/24/2018

Evidence of Completion

Daily and/or weekly attendance data

G2. Teachers will engage students in rigorous tasks aligned with the intent of the standards in all content areas. 1a

G098134

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	45.0
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- lack of instruction implemented with rigor and fidelity
- lack of collaborative planning for effective and rigorous instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership team
- Curriculum maps
- Professional Development
- School Materials
-

Plan to Monitor Progress Toward G2. 8

Staff will review District Assessments at each assessment period to determine progress toward targets

Person Responsible

Carol Griffin


Schedule

Quarterly, from 9/29/2017 to 5/21/2018

Evidence of Completion

Leadership Team will meet with grade levels to review data and obtain sign in sheets and agendas as documentation of progress monitoring.

G3. Teachers will use assessment data to drive instruction and increase achievement in Reading. 1a

 G098135

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of the use of data from formative and summative assessments to drive instruction.
- Lack of scheduled time to consistently provide differentiated/tiered instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Wonders Curriculum
- FSA Data
- FAIR Data
- Ren Learn resources
- Reading Coach

Plan to Monitor Progress Toward G3. 8

STAR Reading, STAR Math and Reading Wonders Assessment data will be reviewed by the Leadership Team each nine weeks to monitor reading progress throughout the year.

Person Responsible

Carol Griffin


Schedule

On 6/4/2018

Evidence of Completion

Reading Assessment data and signed data review sheets will serve as evidence of completion.

G4. Teachers will demonstrate increased knowledge of classroom management and standard pedagogy through the use of data-driven strategies and best practices. 1a

 G098136

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Lack of implementation and communication, with fidelity, of effective classroom management strategies with all stakeholders
- Lack of extensive knowledge of standard pedagogy

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS and CHAMPS resources
- PBIS Team
- LeadershipTeam
- Leadership Liaisons
- School Materials

Plan to Monitor Progress Toward G4. 8

Administration will observe classrooms to ensure that instruction reflects classroom management expectations and knowledge of standard pedagogy

Person Responsible

Carol Griffin

Schedule

Quarterly, from 9/12/2017 to 5/25/2018

Evidence of Completion

Teacher Evaluation Data and Notes in Journey

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we implement quarterly parent assemblies and provide monthly incentives for perfect attendance, the daily attendance rate for students will increase from 91% to 95%. **1**

 G098133

G1.B1 Parental lack of knowledge of attendance procedures, expectations, and legislation. **2**

 B263953

G1.B1.S1 Through the use of quarterly attendance assemblies, parents will gain knowledge of attendance procedures, expectations, and legislation which will increase our daily attendance rate. **4**

 S279584

Strategy Rationale

Parents have limited knowledge of the school attendance procedures, expectations, and state legislation as it relates to compulsory school attendance.

Action Step 1 **5**

Parents/Guardians will participate in quarterly attendance assemblies to review student attendance data.

Person Responsible

Charlie Huntley

Schedule

Quarterly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Sign in sheets from attendance assemblies.

Action Step 2 **5**

Students with perfect attendance for the month will participate in monthly attendance celebrations.

Person Responsible

Charlie Huntley

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Photos of the perfect attendance assemblies will be taken to show evidence of completion.

Action Step 3 5

The attendance team will meet monthly with parents of students identified on the Early Warning System.

Person Responsible

Lucas Machado

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

MTSS Log/Meeting Notes

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

The leadership team and school social worker will meet weekly to review attendance data to identify students that continue to need interventions and supports to improve attendance.

Person Responsible

Charlie Huntley

Schedule

Weekly, from 8/18/2017 to 5/24/2018

Evidence of Completion

Attendance reports pulled from Genesis and using the Early Warning System.

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

Administrators will meet weekly with the school social worker to examine attendance data to determine the effectiveness of strategies being used.

Person Responsible

Charlie Huntley


Schedule

Quarterly, from 8/22/2017 to 5/24/2018


Evidence of Completion

Attendance data will be collected/used to demonstrate the action plan for the strategy was monitored and whether it was implemented with effectiveness.

G2. Teachers will engage students in rigorous tasks aligned with the intent of the standards in all content areas. 1

 G098134

G2.B1 lack of instruction implemented with rigor and fidelity 2

 B263955

G2.B1.S1 Scheduled Coaching and Monitoring Cycles 4

 S279585

Strategy Rationale

With scheduled monitoring and coaching cycles, teachers will be held accountable for delivering/implementing rigorously planned instruction with fidelity

Action Step 1 5

Academic Coaches and Administration will create a rotating schedule to facilitate monitoring of instruction.

Person Responsible

Charlie Huntley

Schedule

On 8/16/2017

Evidence of Completion

Academic Coaching monitoring schedule

Action Step 2 5

Academic Coaches and Administrators will monitor classroom instruction with fidelity.

Person Responsible

Carol Griffin

Schedule

Weekly, from 8/21/2017 to 5/10/2018

Evidence of Completion

Administrative observation sheets, coaching cycle logs and feedback to teachers.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership Team will discuss observation of coaching and monitoring cycles weekly

Person Responsible

Carol Griffin

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Leadership Team will submit/sign Agendas, Schedules of Coaching and Monitoring, Schedules/System of Walk Through Observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrators will conduct classroom observations to ensure that academic instruction and work samples reflect the rigor, content, and strategies emphasized during the coaching and monitoring cycle

Person Responsible

Carol Griffin

Schedule

Monthly, from 9/12/2017 to 5/25/2018


Evidence of Completion

Notes in Journey, Feedback/Correspondence between administration and teachers/ academic coaches, Written Feedback on worksamples

G2.B2 lack of collaborative planning for effective and rigorous instruction **2**

 B263956

G2.B2.S1 Monitored Collaborative Planning Opportunities and Lesson Plan Checks **4**

 S279586

Strategy Rationale

With collaborative planning, teachers will increase use of effective, rigorous and innovative practices to guide instruction

Action Step 1 **5**

Based upon needs identified from student data and classroom observations, Leadership Team will create a schedule and provide monthly Professional Development on academic curriculum

Person Responsible

Carol Griffin

Schedule

Quarterly, from 8/21/2017 to 6/4/2018

Evidence of Completion

Completion of Professional Development PLCs will be evident based upon PLC Notes/Agendas, Teacher/Leadership Team Feedback, and Coaching Support Logs

Action Step 2 **5**

Academic Coaches will assist grade levels with lesson pre-planning and planning weekly to ensure that teachers are prepared, lessons address standards, lessons demonstrate rigor and are created collaboratively

Person Responsible

Carol Griffin

Schedule

Weekly, from 8/16/2017 to 5/23/2018

Evidence of Completion

Coaching Log, Written Feedback from Coaches, Completed Lesson Plans, and classroom observations that indicate whether academic instruction reflects rigor of instruction as written in lesson plan

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration and Leadership Team will attend Grade Level Planning/PLC meetings; Leadership Team will also review Coaching Logs, Grade Level Reflection Sheets and Lesson Plans, Meeting Schedules, and interventions plans

Person Responsible

Carol Griffin

Schedule

Weekly, from 8/16/2017 to 5/24/2018

Evidence of Completion

Leadership Team will submit/sign Agendas, schedule/system of Lesson Plan Checks, schedule/system of walk through observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers will keep progress monitoring profiles on each student and will attend monthly data chats to discuss student progress

Person Responsible

Charlie Huntley

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Review of progress monitoring documentation; updates on data wall

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administration will observe classroom to ensure that the collaboratively created plans are implemented in the classrooms

Person Responsible

Carol Griffin


Schedule

Monthly, from 8/14/2017 to 5/18/2018


Evidence of Completion

Notes in Journey, Feedback/Correspondence between administration and teachers

G3. Teachers will use assessment data to drive instruction and increase achievement in Reading. 1

 G098135

G3.B1 Lack of the use of data from formative and summative assessments to drive instruction. 2

 B263958

G3.B1.S1 Monthly Data Chats to review student achievement data 4

 S279587

Strategy Rationale

With scheduled data chats, teachers will be held accountable for review assessment data and using data to plan for continuous instruction towards mastery of standards

Action Step 1 5

Leadership Team will create a monthly schedule to facilitate data chats with each grade level.

Person Responsible

Carol Griffin

Schedule

Monthly, from 8/18/2017 to 5/25/2018

Evidence of Completion

Monthly Data Chat Logs, Agendas and feedback/correspondence between Leadership Team and teachers will serve as evidence of completion of Data Chats.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Leadership Team will discuss observation of data chat sessions during weekly Leadership Team Meeting. Administration will each Leadership Team members to act as a liason and follow up with grade levels/teachers in need of additional support.

Person Responsible

Carol Griffin

Schedule

On 5/25/2018

Evidence of Completion

Leadership Team Agendas, Lesson Plan Check sheets, and Liason correspondence with teachers will serve as evidence of completion.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Leadership Team will conduct lesson plan checks to ensure that planned instruction reflects reteaching of skills and areas of need and as identified by assessment data.

Person Responsible

Charlie Huntley

Schedule

On 5/21/2018

Evidence of Completion

Lesson Plan feedback, reviewed assessment data, correspondence between Leadership Team and teachers.

G3.B2 Lack of scheduled time to consistently provide differentiated/tiered instruction **2**

 B263959

G3.B2.S1 Daily Implementation of "Power Hour" to provide targeted instruction based on needs identified through assessment data **4**

 S279588

Strategy Rationale

With scheduled daily implementation of targeted instruction, teachers will be able to effectively provide academic support to all tiers

Action Step 1 **5**

Teachers will collaboratively develop lesson plans to address needs of students at all instructional levels

Person Responsible

Carol Griffin

Schedule

Every 3 Weeks, from 10/6/2017 to 2/23/2018

Evidence of Completion

Lesson Plans reflecting differentiated/targeted instruction and re-teaching

Action Step 2 **5**

During "Power Hour" teachers will implement targeted, planned instruction to address students at all tier levels to address needs identified through assessment data

Person Responsible

Carol Griffin

Schedule

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

Evidence of Completion

Classroom observations, notes in Journey and correspondence between Leadership Team and teachers will provide evidence of completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration and Leadership Team will monitor Grade Level Planning/PLC meetings; Grade Level Reflection Sheets, Lesson Plans, Intervention Plans and classroom instruction during "Power Hour"

Person Responsible

Catherine Phillips

Schedule

Weekly, from 8/14/2017 to 5/21/2018

Evidence of Completion

Lesson plans reflecting Tier 2 and Tier 3 instruction, Documentation of re-teaching, Notes on Grade Level Planning sheets

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teachers will keep progress monitoring profiles on each student and will attend monthly data chats to discuss student progress

Person Responsible

Charlie Huntley

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Current student profiles, progress monitoring documentation, and data chat reflection sheets

G3.B2.S2 Extended Learning to provide extra instruction to low performing students in Reading and Math. **4**

 S279589

Strategy Rationale

Based upon data results 2016-2017, Tier 1 instruction needs to be improved with a focus on Tier 2 and Tier 3 remediation.

Action Step 1 **5**

The school will provide Extended Learning for students who are in need of Tier 2 and Tier 3 remedial instruction.

Person Responsible

Charlie Huntley

Schedule

Weekly, from 1/13/2018 to 3/24/2018

Evidence of Completion

Student lists, Extended Learning Special Activity Form and Student Progress Monitoring Sheets.

Action Step 2 **5**

The school will select teachers to conduct tutoring in the Extended Learning Program.

Person Responsible

Charlie Huntley

Schedule

On 12/14/2017

Evidence of Completion

Teacher/Staff selection letters

Action Step 3 5

The school will conduct Extended Learning instruction to students who are in need of extra help in Reading and Math.

Person Responsible

Charlie Huntley

Schedule

Weekly, from 1/13/2018 to 3/24/2018

Evidence of Completion

Student attendance and student data sheets from Extended Learning

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administrators will meet to discuss the effectiveness and fidelity of the Extended Learning Program.

Person Responsible

Carol Griffin

Schedule

Weekly, from 1/15/2018 to 4/2/2018

Evidence of Completion

Administrative weekly agenda and meeting minutes.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Extended Learning Coordinator will monitor for fidelity of teachers implementing the Extended Learning Program.

Person Responsible

Charlie Huntley

Schedule

Biweekly, from 1/20/2018 to 4/7/2018

Evidence of Completion

Extended Learning Coordinator notes from teacher meetings.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Extended Learning Coordinator will collect Progress Monitoring data of students that participate in the Extended Learning Program.

Person Responsible

Charlie Huntley


Schedule

Biweekly, from 1/20/2018 to 4/6/2018


Evidence of Completion

Extended Learning Progress Monitoring data spreadsheets

G4. Teachers will demonstrate increased knowledge of classroom management and standard pedagogy through the use of data-driven strategies and best practices. **1**

 G098136

G4.B1 Lack of implementation and communication, with fidelity, of effective classroom management strategies with all stakeholders **2**

 B263960

G4.B1.S1 Quarterly Classroom Management PLCs, Parent Involvement nights, and Continued Support from Leadership Liaison **4**

 S279590

Strategy Rationale

With quarterly Classroom Management PLCs, parent involvement nights, and support from assigned Leadership Liaisons, teachers will increase implementation and use of effective classroom management skills

Action Step 1 **5**

Administration will provide quarterly Classroom Management PLCs on school-wide expectations and best practices. Quarterly parent involvement nights will offer assistance with best practices in positive behavior support to build strong relationships with families and communities to support learning.

Person Responsible

Charlie Huntley

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Universal Screeners, Classroom Management Plans, Quarterly Review of Procedures, Coaching Logs, Administrative Monitoring Logs and Feedback/Correspondence between Leadership Team and teachers, Instruction Review Discussion Tool

Action Step 2 5

Leadership Team member will provide monthly support to address concerns and will provide specific feedback

Person Responsible

Charlie Huntley

Schedule

Monthly, from 8/14/2017 to 5/21/2018

Evidence of Completion

Leadership Team Agendas, Leadership Team Feedback to teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Leadership Team will discuss observations and concerns of new teachers

Person Responsible

Charlie Huntley

Schedule

Monthly, from 9/19/2017 to 5/22/2018

Evidence of Completion

Leadership Team Meeting Agenda, Leadership Team Reflection Notes

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers will keep documentation of classroom management plans, universal screeners and review procedures quarterly

Person Responsible

Charlie Huntley

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PBIS Team Notes/Agendas, Written Feedback from administration to teachers

G4.B2 Lack of extensive knowledge of standard pedagogy **2**

 B263961

G4.B2.S1 Monthly New Teacher Meeting and Peer Observations Opportunities **4**

 S279591

Strategy Rationale

With monthly Profession Development held specifically for new teachers and scheduled peer observation opportunities, teachers will increase knowledge and use of effective teaching strategies and standard pedagogy

Action Step 1 **5**

Administration will provide monthly Professional Development for new teachers to increase knowledge and understanding of standard pedagogy

Person Responsible

Charlie Huntley

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Completion of Professional Development PLCs will be evident based upon PLC Notes/ Agendas, Teacher/Leadership Team Feedback, Self-Evaluations/Surveys

Action Step 2 **5**

Academic Coaches will arrange peer observation opportunities between veteran and new teachers during academic blocks

Person Responsible

Charlie Huntley

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Coaching Logs, Written Feedback from Coaches, Teacher Reflection Notes

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administration and Leadership Team will review documentation from PLC meetings; Leadership Team will also review Coaching Logs, Grade Level Reflection

Person Responsible

Charlie Huntley

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Leadership Team Agendas/Notes, Coaching Logs, Grade Level Reflection Sheets

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Teachers will conduct self-reflective surveys to identify current needs

Person Responsible

Charlie Huntley

Schedule

Monthly, from 8/25/2017 to 5/25/2018


Evidence of Completion

Teacher Self-Reflection Surveys, Written Feedback between administration and teachers







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					
G2.B1.S1.A1 A376817	Academic Coaches and Administration will create a rotating schedule to facilitate monitoring of...	Huntley, Charlie	8/16/2017	Academic Coaching monitoring schedule	8/16/2017 one-time
G3.B2.S2.A2 A376825	The school will select teachers to conduct tutoring in the Extended Learning Program.	Huntley, Charlie	12/14/2017	Teacher/Staff selection letters	12/14/2017 one-time
G3.B2.S1.A1 A376822	Teachers will collaboratively develop lesson plans to address needs of students at all...	Griffin, Carol	10/6/2017	Lesson Plans reflecting differentiated/targeted instruction and re-teaching	2/23/2018 every-3-weeks
G3.B2.S2.A1 A376824	The school will provide Extended Learning for students who are in need of Tier 2 and Tier 3...	Huntley, Charlie	1/13/2018	Student lists, Extended Learning Special Activity Form and Student Progress Monitoring Sheets.	3/24/2018 weekly
G3.B2.S2.A3 A376826	The school will conduct Extended Learning instruction to students who are in need of extra help in...	Huntley, Charlie	1/13/2018	Student attendance and student data sheets from Extended Learning	3/24/2018 weekly
G3.B2.S2.MA1 M407697	Administrators will meet to discuss the effectiveness and fidelity of the Extended Learning Program.	Griffin, Carol	1/15/2018	Administrative weekly agenda and meeting minutes.	4/2/2018 weekly
G3.B2.S2.MA1 M407696	Extended Learning Coordinator will collect Progress Monitoring data of students that participate in...	Huntley, Charlie	1/20/2018	Extended Learning Progress Monitoring data spreadsheets	4/6/2018 biweekly
G3.B2.S2.MA2 M407698	Extended Learning Coordinator will monitor for fidelity of teachers implementing the Extended...	Huntley, Charlie	1/20/2018	Extended Learning Coordinator notes from teacher meetings.	4/7/2018 biweekly
G2.B1.S1.A2 A376818	Academic Coaches and Administrators will monitor classroom instruction with fidelity.	Griffin, Carol	8/21/2017	Administrative observation sheets, coaching cycle logs and feedback to teachers.	5/10/2018 weekly
G2.B1.S1.MA1 M407687	Leadership Team will discuss observation of coaching and monitoring cycles weekly	Griffin, Carol	8/14/2017	Leadership Team will submit/sign Agendas, Schedules of Coaching and Monitoring, Schedules/System of Walk Through Observations	5/18/2018 weekly
G2.B2.S1.MA1 M407688	Teachers will keep progress monitoring profiles on each student and will attend monthly data chats...	Huntley, Charlie	8/14/2017	Review of progress monitoring documentation; updates on data wall	5/18/2018 monthly
G2.B2.S1.MA3 M407689	Administration will observe classroom to ensure that the collaboratively created plans are...	Griffin, Carol	8/14/2017	Notes in Journey, Feedback/Correspondence between administration and teachers	5/18/2018 monthly
G4.B2.S1.MA1 M407703	Administration and Leadership Team will review documentation from PLC meetings; Leadership Team...	Huntley, Charlie	8/14/2017	Leadership Team Agendas/Notes, Coaching Logs, Grade Level Reflection Sheets	5/18/2018 monthly
G4.B2.S1.A1 A376829	Administration will provide monthly Professional Development for new teachers to increase knowledge...	Huntley, Charlie	8/14/2017	Completion of Professional Development PLCs will be evident based upon PLC Notes/Agendas, Teacher/Leadership Team Feedback, Self-Evaluations/Surveys	5/18/2018 monthly
G4.B2.S1.A2 A376830	Academic Coaches will arrange peer observation opportunities between veteran and new teachers...	Huntley, Charlie	8/14/2017	Coaching Logs, Written Feedback from Coaches, Teacher Reflection Notes	5/18/2018 quarterly
G2.MA1 M407691	Staff will review District Assessments at each assessment period to determine progress toward...	Griffin, Carol	9/29/2017	Leadership Team will meet with grade levels to review data and obtain sign in sheets and agendas as documentation of progress monitoring.	5/21/2018 quarterly
G3.B1.S1.MA1 M407692	Leadership Team will conduct lesson plan checks to ensure that planned instruction reflects...	Huntley, Charlie	8/21/2017	Lesson Plan feedback, reviewed assessment data, correspondence between Leadership Team and teachers.	5/21/2018 one-time

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Oscar J. Pope Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1  M407695	Administration and Leadership Team will monitor Grade Level Planning/PLC meetings; Grade Level...	Phillips, Catherine	8/14/2017	Lesson plans reflecting Tier 2 and Tier 3 instruction, Documentation of re-teaching, Notes on Grade Level Planning sheets	5/21/2018 weekly
G3.B2.S1.A2  A376823	During "Power Hour" teachers will implement targeted, planned instruction to address students at...	Griffin, Carol	8/21/2017	Classroom observations, notes in Journey and correspondence between Leadership Team and teachers will provide evidence of completion	5/21/2018 daily
G4.B1.S1.A2  A376828	Leadership Team member will provide monthly support to address concerns and will provide specific...	Huntley, Charlie	8/14/2017	Leadership Team Agendas, Leadership Team Feedback to teachers	5/21/2018 monthly
G4.B1.S1.MA1  M407701	Leadership Team will discuss observations and concerns of new teachers	Huntley, Charlie	9/19/2017	Leadership Team Meeting Agenda, Leadership Team Reflection Notes	5/22/2018 monthly
G2.B2.S1.A2  A376820	Academic Coaches will assist grade levels with lesson pre-planning and planning weekly to ensure...	Griffin, Carol	8/16/2017	Coaching Log, Written Feedback from Coaches, Completed Lesson Plans, and classroom observations that indicate whether academic instruction reflects rigor of instruction as written in lesson plan	5/23/2018 weekly
G1.MA1  M407685	Daily attendance data will be collected and reviewed throughout the year to determine progress...	Huntley, Charlie	8/25/2017	Daily and/or weekly attendance data	5/24/2018 weekly
G1.B1.S1.MA1  M407683	Administrators will meet weekly with the school social worker to examine attendance data to...	Huntley, Charlie	8/22/2017	Attendance data will be collected/used to demonstrate the action plan for the strategy was monitored and whether it was implemented with effectiveness.	5/24/2018 quarterly
G1.B1.S1.MA1  M407684	The leadership team and school social worker will meet weekly to review attendance data to identify...	Huntley, Charlie	8/18/2017	Attendance reports pulled from Genesis and using the Early Warning System.	5/24/2018 weekly
G1.B1.S1.A1  A376814	Parents/Guardians will participate in quarterly attendance assemblies to review student attendance...	Huntley, Charlie	9/6/2017	Sign in sheets from attendance assemblies.	5/24/2018 quarterly
G1.B1.S1.A2  A376815	Students with perfect attendance for the month will participate in monthly attendance celebrations.	Huntley, Charlie	9/1/2017	Photos of the perfect attendance assemblies will be taken to show evidence of completion.	5/24/2018 monthly
G1.B1.S1.A3  A376816	The attendance team will meet monthly with parents of students identified on the Early Warning...	Machado, Lucas	9/1/2017	MTSS Log/Meeting Notes	5/24/2018 monthly
G2.B2.S1.MA1  M407690	Administration and Leadership Team will attend Grade Level Planning/PLC meetings; Leadership Team...	Griffin, Carol	8/16/2017	Leadership Team will submit/sign Agendas, schedule/system of Lesson Plan Checks, schedule/system of walk through observations	5/24/2018 weekly
G4.MA1  M407704	Administration will observe classrooms to ensure that instruction reflects classroom management...	Griffin, Carol	9/12/2017	Teacher Evaluation Data and Notes in Journey	5/25/2018 quarterly
G2.B1.S1.MA1  M407686	Administrators will conduct classroom observations to ensure that academic instruction and work...	Griffin, Carol	9/12/2017	Notes in Journey, Feedback/Correspondence between administration and teachers/academic coaches, Written Feedback on worksamples	5/25/2018 monthly
G3.B1.S1.MA1  M407693	Leadership Team will discuss observation of data chat sessions during weekly Leadership Team...	Griffin, Carol	8/18/2017	Leadership Team Agendas, Lesson Plan Check sheets, and Liason correspondence with teachers will serve as evidence of completion.	5/25/2018 one-time
G3.B1.S1.A1  A376821	Leadership Team will create a monthly schedule to facilitate data chats with each grade level.	Griffin, Carol	8/18/2017	Monthly Data Chat Logs, Agendas and feedback/correspondence between Leadership Team and teachers will serve as evidence of completion of Data Chats.	5/25/2018 monthly

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Oscar J. Pope Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1  M407694	Teachers will keep progress monitoring profiles on each student and will attend monthly data chats...	Huntley, Charlie	9/1/2017	Current student profiles, progress monitoring documentation, and data chat reflection sheets	5/25/2018 monthly
G4.B1.S1.MA1  M407700	Teachers will keep documentation of classroom management plans, universal screeners and review...	Huntley, Charlie	8/14/2017	PBIS Team Notes/Agendas, Written Feedback from administration to teachers	5/25/2018 monthly
G4.B1.S1.A1  A376827	Administration will provide quarterly Classroom Management PLCs on school-wide expectations and...	Huntley, Charlie	8/14/2017	Universal Screeners, Classroom Management Plans, Quarterly Review of Procedures, Coaching Logs, Administrative Monitoring Logs and Feedback/Correspondence between Leadership Team and teachers, Instruction Review Discussion Tool	5/25/2018 monthly
G4.B2.S1.MA1  M407702	Teachers will conduct self-reflective surveys to identify current needs	Huntley, Charlie	8/25/2017	Teacher Self-Reflection Surveys, Written Feedback between administration and teachers	5/25/2018 monthly
G3.MA1  M407699	STAR Reading, STAR Math and Reading Wonders Assessment data will be reviewed by the Leadership Team...	Griffin, Carol	6/4/2018	Reading Assessment data and signed data review sheets will serve as evidence of completion.	6/4/2018 one-time
G2.B2.S1.A1  A376819	Based upon needs identified from student data and classroom observations, Leadership Team will...	Griffin, Carol	8/21/2017	Completion of Professional Development PLCs will be evident based upon PLC Notes/Agendas, Teacher/Leadership Team Feedback, and Coaching Support Logs	6/4/2018 quarterly

V. Professional Development Opportunities

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

G2. Teachers will engage students in rigorous tasks aligned with the intent of the standards in all content areas.

G2.B2 lack of collaborative planning for effective and rigorous instruction

G2.B2.S1 Monitored Collaborative Planning Opportunities and Lesson Plan Checks

PD Opportunity 1

Based upon needs identified from student data and classroom observations, Leadership Team will create a schedule and provide monthly Professional Development on academic curriculum

Facilitator

Mrs. Lori Register

Participants

All Teachers

Schedule

Quarterly, from 8/21/2017 to 6/4/2018

G4. Teachers will demonstrate increased knowledge of classroom management and standard pedagogy through the use of data-driven strategies and best practices.

G4.B2 Lack of extensive knowledge of standard pedagogy

G4.B2.S1 Monthly New Teacher Meeting and Peer Observations Opportunities

PD Opportunity 1

Administration will provide monthly Professional Development for new teachers to increase knowledge and understanding of standard pedagogy

Facilitator

Charlie Huntley

Participants

New Teachers

Schedule

Monthly, from 8/14/2017 to 5/18/2018

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	Parents/Guardians will participate in quarterly attendance assemblies to review student attendance data.				\$31,893.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	100-Salaries	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$24,293.00
			Notes: Amalin Rodriguez, Parent Involvement Para			
	6150	120-Classroom Teachers	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$7,600.00
			Notes: Salaries for teachers attending quarterly portfolio nights, report nights and assessment nights.			
2	G1.B1.S1.A2	Students with perfect attendance for the month will participate in monthly attendance celebrations.				\$0.00
3	G1.B1.S1.A3	The attendance team will meet monthly with parents of students identified on the Early Warning System.				\$12,418.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$500.00
			Notes: Paper for printing of parent newsletter and communication between school and home.			
	6150	642-Furniture, Fixtures and Equipment Non-Capitalized	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$4,340.00
			Notes: Furniture and Supplies for the Title 1 Portable			
	6150	120-Classroom Teachers	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$7,578.00
			Notes: Special Activity salaries for parent nights			
4	G2.B1.S1.A1	Academic Coaches and Administration will create a rotating schedule to facilitate monitoring of instruction.				\$0.00
5	G2.B1.S1.A2	Academic Coaches and Administrators will monitor classroom instruction with fidelity.				\$5,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$3,500.00
			Notes: Lakeshore items needed for classrooms.			
	5100	510-Supplies	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$600.00
			Notes: Purchase of bby - What's My Place, What's My Value			

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	5100	530-Periodicals	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$1,300.00
			<i>Notes: Time for Kids</i>			
6	G2.B2.S1.A1	Based upon needs identified from student data and classroom observations, Leadership Team will create a schedule and provide monthly Professional Development on academic curriculum				\$0.00
7	G2.B2.S1.A2	Academic Coaches will assist grade levels with lesson pre-planning and planning weekly to ensure that teachers are prepared, lessons address standards, lessons demonstrate rigor and are created collaboratively				\$148,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$145,000.00
			<i>Notes: Salaries for Academic Coaches (Reading and Math)</i>			
	6300	310-Professional and Technical Services	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$3,700.00
			<i>Notes: Substitutes to cover Collaborative Planning</i>			
8	G3.B1.S1.A1	Leadership Team will create a monthly schedule to facilitate data chats with each grade level.				\$0.00
9	G3.B2.S1.A1	Teachers will collaboratively develop lesson plans to address needs of students at all instructional levels				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1521 - Oscar J. Pope Elementary School			\$0.00
10	G3.B2.S1.A2	During "Power Hour" teachers will implement targeted, planned instruction to address students at all tier levels to address needs identified through assessment data				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$1,300.00
			<i>Notes: Purchase of Time for Kids</i>			
11	G3.B2.S2.A1	The school will provide Extended Learning for students who are in need of Tier 2 and Tier 3 remedial instruction.				\$840.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	790-Miscellaneous Expenses	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$840.00
			<i>Notes: Bus transportation cost for needy students.</i>			
12	G3.B2.S2.A2	The school will select teachers to conduct tutoring in the Extended Learning Program.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5900	120-Classroom Teachers	1521 - Oscar J. Pope Elementary School	Title, I Part A		\$4,500.00
			Notes: Teachers will work with those low performing students in Tier 1 and Tier 2 during Extended Learning sessions on Saturdays.			
13	G3.B2.S2.A3	The school will conduct Extended Learning instruction to students who are in need of extra help in Reading and Math.				\$0.00
14	G4.B1.S1.A1	Administration will provide quarterly Classroom Management PLCs on school-wide expectations and best practices. Quarterly parent involvement nights will offer assistance with best practices in positive behavior support to build strong relationships with families and communities to support learning.				\$0.00
15	G4.B1.S1.A2	Leadership Team member will provide monthly support to address concerns and will provide specific feedback				\$0.00
16	G4.B2.S1.A1	Administration will provide monthly Professional Development for new teachers to increase knowledge and understanding of standard pedagogy				\$0.00
17	G4.B2.S1.A2	Academic Coaches will arrange peer observation opportunities between veteran and new teachers during academic blocks				\$0.00
Total:						\$205,051.00