

Polk County Public Schools

Oscar J. Pope Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	72%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

"At 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."

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."

School Leadership Team

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
Rockett, Lisa	Teacher, ESE
Phillips, Catherine	Instructional Coach
Chehaib, Hiba	School Counselor

Duties

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

Carol Griffin - Principal - Mrs. Griffin serves the students and staff of Oscar J. Pope Elementary School as an instructional leader by setting clear expectations and setting high goals for academic achievement. She meets weekly with teachers to review lesson plans, discuss initiatives being introduced by the school district, and solicit teacher input on ways the leadership team can assist in classrooms. Mrs. Griffin leads professional learning communities to build teacher pedagogy. She works closely with academic instructional coaches to develop schedules to assist teachers and provide support in every classroom.

Charlie Huntley - Assistant Principal - Mr. Huntley serves as an instructional leader in standard and alternate assessment curriculums. He meets with teachers each week in collaborative planning to review data from unit and weekly reading tests, math modules, and discusses how instruction will be modified from whole group to small group to meet the needs of all students. Mr. Huntley models best practices in classrooms and supports new teachers through the new teacher support program that he began in 2014. He works with the student support team (SST) to identify students that are in need of tier two or three supports and then meets regularly with the team to ensure interventions and

supports are meeting the needs of the students.

Lisa Rockett - ESE Facilitator - Mrs. Rockett serves as an instructional leader for those students who are alternately assessed. She meets weekly with ESE teachers in professional learning communities to review data, set goals, and develop lesson plans with the new Unique Learning Curriculum. Mrs. Rockett works with teachers to review IEPs for new students to ensure that lessons are meeting goals identified by the previous school. She monitors data collection related to IEPs, and works with teachers to modify instruction as needed. Mrs. Rockett meets weekly with administration to discuss concerns, share good news, and develop plans to assist instructional staff members.

Lori Register - Math Instructional Coach - Mrs. Register works closely with teachers on collaborative planning each week. Collaborative planning sessions focus on how teachers will meet the depth of the standard and how teachers will modify lessons to reach all student ability levels. She supports instructional delivery by working with teachers in the classroom to model best practices, co-teach whole group lessons, and facilitate small group or one to one instruction. Mrs. Register meets weekly with administration to discuss concerns, share good news, and develop plans to assist instructional staff members.

Early Warning Systems

Year 2017-18

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	9	23	24	20	23	22	0	0	0	0	0	0	0	121
One or more suspensions	0	4	4	7	6	10	0	0	0	0	0	0	0	31
Course failure in ELA or Math	2	1	4	0	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	15	15	30	0	0	0	0	0	0	0	60

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	4	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	0	14	0	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	4	6	11	14	23	27	0	0	0	0	0	0	0	85

Date this data was collected

Thursday 7/19/2018

Year 2016-17 - As Reported

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

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

Year 2016-17 - Updated

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

English Language Arts proficiency improved from 33% to 35% and remains the lowest data component. This is a trend.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from prior year is math learning gains in the lowest 25th percentile. This data component dropped from 58% (2016-17) to 42% (2017-18).

Which data component had the biggest gap when compared to the state average?

The data component with the biggest gap when compared to the state average is science proficiency (22% gap).

Which data component showed the most improvement? Is this a trend?

The data component with the most improvement is science proficiency, moving from 25% in 2016-17 to 33% in 2017-18.

Describe the actions or changes that led to the improvement in this area.

Teachers embedded non-fiction science texts in small group and power hour instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	50%	56%	33%	48%	52%
ELA Learning Gains	43%	51%	55%	45%	49%	52%
ELA Lowest 25th Percentile	40%	45%	48%	35%	42%	46%
Math Achievement	46%	58%	62%	53%	54%	58%
Math Learning Gains	47%	56%	59%	59%	52%	58%
Math Lowest 25th Percentile	42%	44%	47%	44%	41%	46%
Science Achievement	33%	53%	55%	32%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9 (5)	23 (6)	24 (8)	20 (4)	23 (8)	22 (6)	121 (37)
One or more suspensions	0 (1)	4 (1)	4 (1)	7 (3)	6 (0)	10 (1)	31 (7)
Course failure in ELA or Math	2 (0)	1 (0)	4 (0)	0 (0)	0 (0)	0 (0)	7 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (0)	15 (0)	30 (0)	60 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	35%	51%	-16%	57%	-22%
	2017	31%	53%	-22%	58%	-27%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	28%	48%	-20%	56%	-28%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	39%	51%	-12%	56%	-17%
Same Grade Comparison		-11%				
Cohort Comparison		-3%				
05	2018	44%	50%	-6%	55%	-11%
	2017	23%	44%	-21%	53%	-30%
Same Grade Comparison		21%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	56%	-8%	62%	-14%
	2017	53%	58%	-5%	62%	-9%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	36%	57%	-21%	62%	-26%
	2017	52%	60%	-8%	64%	-12%
Same Grade Comparison		-16%				
Cohort Comparison		-17%				
05	2018	51%	56%	-5%	61%	-10%
	2017	38%	47%	-9%	57%	-19%
Same Grade Comparison		13%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	32%	51%	-19%	55%	-23%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	33	25	31	44	33	29				
ELL	32	49	60	46	47	45	20				
BLK	36	41		42	40		33				
HSP	34	46	47	45	49	50	23				
WHT	33	39	38	48	49		37				
FRL	34	44	42	46	45	42	33				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	38	39	25	54	59	24				
ELL	28	43		48	54		14				
BLK	18	38	70	38	50	73	23				
HSP	34	50	46	54	60	50	22				
WHT	39	59		49	50		35				
FRL	31	51	57	48	53	54	26				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title K-5 ELA Instruction

Rationale Based on STAR Early Literacy and STAR Reading data, core instruction in grades K-2 must be strengthened in the areas of phonics, phonemic awareness, sentence, and paragraph comprehension. In grades 3-5, core instruction must be strengthened in comprehension, fluency, and integration of knowledge and ideas.

Intended Outcome Teachers will modify instruction in these key areas to address deficits so that students will achieve proficiency as evidenced by STAR Early Literacy (K-2) and FSA ELA (3-5).

Point Person Carol Griffin (carol.griffin@polk-fl.net)

Action Step

Description Teachers will meet weekly with the literacy instructional coach in collaborative planning and in professional learning communities to embed best practices and high yield strategies to increase student achievement in English Language Arts. Tutoring will begin October 2018 to focus on FSA strategies, increasing vocabulary to increase fluency and build basic foundational skills. Time for Kids will be used to provide real world relevance to include all of the core subjects. Materials will be provided to the teachers to work with small groups using hands on manipulatives to also include listening centers.

Person Responsible Carol Griffin (carol.griffin@polk-fl.net)

Plan to Monitor Effectiveness

Description Administrators will monitor effectiveness by planning with teachers and the literacy instructional coach on a weekly basis. Daily visits to classrooms during the ELA block will provide evidence of teacher implementation of best practices and high yield strategies. At weekly leadership team meetings, teachers requiring advanced support or interventions will be scheduled for coaching sessions with the literacy instructional coach with follow up discussions scheduled with administrators.

Person Responsible Carol Griffin (carol.griffin@polk-fl.net)

Activity #2	
Title	K-5 Math Instruction
Rationale	Based on STAR and FSA Math data, core instruction in grades K-5 must be strengthened in the areas of number literacy and operations.
Intended Outcome	Teachers will modify instruction in these key areas to address deficits so that students will achieve proficiency as evidenced by STAR Math and FSA data.
Point Person	Charlie Huntley (charlie.huntley@polk-fl.net)
Action Step	
Description	Teachers will meet weekly with the Math coach in collaborative planning and in professional learning communities to embed best practices and high yield strategies to increase student achievement in Math proficiency. Tutoring will begin October 2018 to focus on FSA strategies, increasing number literacy, math fact fluency and use of operations to solve multi-level word problems. BBY and Lakeshore learning materials will be used to provide hands on manipulatives and higher order thinking skills to solve mathematical equations.
Person Responsible	Charlie Huntley (charlie.huntley@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Administrators will monitor effectiveness by planning with teachers and the Math coach on a weekly basis. Daily visits to classrooms during the Math block will provide evidence of teacher implementation of best practices and high yield strategies. At weekly leadership team meetings, teachers requiring advanced support or interventions will be scheduled for coaching sessions with the Math coach with follow up discussions scheduled with administrators.
Person Responsible	Charlie Huntley (charlie.huntley@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Oscar J. Pope Elementary builds positive relationships through family involvement events (Open House, report card conferences, Title One night), use of social media for outreach (school Web site, Facebook), providing bilingual staff to assist stakeholders, and through our new Title One family involvement center located on campus. The school leadership team actively recruits new business partners to support the students, and the team works to maintain partnerships with current business partners.

PFEP Link

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

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.

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

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 Team will meet to improve school/teacher effectiveness and student achievement once a month to engage in the following activities:

- * Review data for needed interventions and identify students meeting/exceeding benchmarks and those at moderate or high risk for not meeting benchmarks, done bi-weekly if new data available.
- * Help teachers design strategies and interventions of struggling students.
- * Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity.

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 teachers.

Professional development resources are available through Title II funds. School Technology Services provide technical support, 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 provides supplemental resources for English Language Learners and their teachers and professional learning opportunities for school staff.

The Hearth program, funded through Title IX, provides support for identified homeless students. Title I provides support for this program and activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program funded through Title I, Part C.

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

Oscar J. Pope maintains its Head Start program which includes two classes. Resources are provided to

assist in the transition of students from Pre-K to Kindergarten. Head Start teachers participate in professional learning opportunities.

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

Oscar J. Pope Elementary School invites community members from all professional areas to the Great American Teach In each year in November. Community members read to students and discuss how school instruction in reading, math, and science has helped them in their chosen career in the present day. Student volunteers from Polk State Collegiate High School mentor students on campus providing real world examples of community members who are attending college or are preparing for careers after high school.