

Polk County Public Schools

Oscar J. Pope Elementary School



2019-20 Schoolwide Improvement Plan

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Oscar J. Pope Elementary School

2730 MAINE AVE, Lakeland, FL 33801

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

Demographics

Principal: Swanyetta Perry

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (41%) 2016-17: C (46%) 2015-16: C (43%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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

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Part I: School Information

School Mission and Vision

Provide the school's mission 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."

Provide the school's vision statement.

"Oscar J. Pope Elementary' s instructional vision is to seek learning opportunities that are challenging and engaging through rigorous, relevant and authentic problem-solving tasks."

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Griffin, Carol	Principal	<p>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.</p>
Rockett, Lisa	Teacher, ESE	<p>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.</p>
Phillips, Catherine	Instructional Coach	<p>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.</p>
Chehaib, Hiba	School Counselor	<p>Hiba Chehaib, 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. Mrs. Chehaib chairs our school's outreach team and supports the efforts of the members of the team.</p>
gainey, nichole	Instructional Coach	<p>Nichole Gainey, 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. Her role is to lend support to teachers needing assistance in the area of Reading. She is also responsible for assisting the Assistant Principal in the implementation of the state progress monitoring process. She facilitates the Professional Learning Communities for all instructional staff and conducts professional development in the area of Reading.</p>

Name	Title	Job Duties and Responsibilities
Bermudez, Amy	Assistant Principal	Amy Bermudez - Assistant Principal - Mrs. Bermudez serves as an instructional leader in standard and alternate assessment curriculums. She 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. Mrs. Bermudez 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.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	70	77	95	68	78	0	0	0	0	0	0	0	457
Attendance below 90 percent	15	23	27	23	11	17	0	0	0	0	0	0	0	116
One or more suspensions	0	5	2	8	2	8	0	0	0	0	0	0	0	25
Course failure in ELA or Math	3	0	1	2	2	1	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	67	52	92	0	0	0	0	0	0	0	211

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	14	15	0	0	0	0	0	0	0	0	29

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

23

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	32%	51%	57%	33%	51%	55%
ELA Learning Gains	42%	51%	58%	51%	53%	57%
ELA Lowest 25th Percentile	63%	49%	53%	52%	50%	52%
Math Achievement	37%	57%	63%	50%	58%	61%
Math Learning Gains	47%	56%	62%	55%	57%	61%
Math Lowest 25th Percentile	44%	47%	51%	58%	49%	51%
Science Achievement	13%	47%	53%	25%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	69 (0)	70 (0)	77 (0)	95 (0)	68 (0)	78 (0)	457 (0)
Attendance below 90 percent	15 (9)	23 (23)	27 (24)	23 (20)	11 (23)	17 (22)	116 (121)
One or more suspensions	0 (0)	5 (4)	2 (4)	8 (7)	2 (6)	8 (10)	25 (31)
Course failure in ELA or Math	3 (2)	0 (1)	1 (4)	2 (0)	2 (0)	1 (0)	9 (7)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	67 (15)	52 (15)	92 (30)	211 (60)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	52%	-19%	58%	-25%
	2018	35%	51%	-16%	57%	-22%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	31%	48%	-17%	58%	-27%
	2018	28%	48%	-20%	56%	-28%
Same Grade Comparison		3%				
Cohort Comparison		-4%				
05	2019	24%	47%	-23%	56%	-32%
	2018	44%	50%	-6%	55%	-11%
Same Grade Comparison		-20%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	35%	56%	-21%	62%	-27%
	2018	48%	56%	-8%	62%	-14%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	34%	56%	-22%	64%	-30%
	2018	36%	57%	-21%	62%	-26%
Same Grade Comparison		-2%				
Cohort Comparison		-14%				
05	2019	33%	51%	-18%	60%	-27%
	2018	51%	56%	-5%	61%	-10%
Same Grade Comparison		-18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison				-3%		

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	10%	45%	-35%	53%	-43%
	2018	32%	51%	-19%	55%	-23%
Same Grade Comparison				-22%		
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	43	58	22	35	29	11				
ELL	19	36	60	39	54	50	17				
BLK	38	50	60	29	45	50					
HSP	26	37	57	39	47	45	17				
WHT	37	46		41	54		13				
FRL	30	43	63	36	49	44	9				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
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Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
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Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Science was the lowest performance category. Contributing factors included limited instructional time, limited lab experiences and inadequate prerequisite knowledge. Proficiency dropped from 33% in 2018 to 13% in 2019. The 2019 5th grade class experienced limited science instruction in grade 4 due to teacher turn over.

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

Science proficiency dropped from 33% in 2018 to 13% in 2019. The 2019 5th grade class experienced limited science instruction in grade 4 due to teacher turn over. Grade 5 focused science instruction to one day a week.

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

Grade 5 Science (-43%)

Science proficiency dropped from 33% in 2018 to 13% in 2019. The 2019 5th grade class experienced limited science instruction in grade 4 due to teacher turn over. Grade 5 focused science instruction to one day a week.

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

The bottom quartile for ELA increased from 40% in 2018 to 63% in 2019. Actions taken were focused on power hour. Data from STAR and other diagnostic data was used to discern and prioritize areas of concern, root causes, targets and leverage points for instruction and systemic support. Alignment of systems, including parent and family involvement, inclusion, ELL, and PBIS were evaluated and adjusted throughout the year to respond to student needs. Using the continuous improvement process teachers closely monitored student progress and adjusted power hour planning.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The percentage of students below 90% attendance rate in grade 1 (33%) and grade 2 (35%) is an area of concern because of the focus of foundational skills in these grades. Excessive absences in these grades impedes progress.

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

1. Science Proficiency
2. Overall Learning Gains in ELA
3. ELA Proficiency
4. Math Proficiency
5. ELL and Hispanic Subgroups

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	K-5 ELA Instruction
Rationale	As evidenced by Florida Assessment and Florida Standards Alternate Assessment data from the Spring of 2019, grade level proficiency in each grade level is less than 40% (3rd=35%, 4th=27% and 5th=24%). Florida Standards Assessment proficiency data was 33% for grade 3, 31% for grade 4, and 24% for grade 5. 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.,

State the measurable outcome the school plans to achieve	Oscar J. Pope Elementary will increase overall grade level proficiency by 5%. Teachers will modify instruction in areas to address deficits so that students will achieve proficiency as evidenced by Florida Assessment and Florida Standards Alternate Assessment data taken from the Spring of 2020.
Person responsible for monitoring outcome	nichole gainey (nichole.gainey@polk-fl.net)
Evidence-based Strategy	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 (cooperative learning/Academic teaming, Eric Jensen research, and ESOL best practice) as part of the continuous improvement process to increase student achievement in English Language Arts. Tutoring will begin October 2019 to focus on strategies, increasing vocabulary to increase fluency and close gaps in basic foundational skills.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy was based on the Analysis of district assessment, Trend Tracker data, classroom walkthrough data, feedback from LSI consultants and Oscar J. Pope staff.

Action Step

Description	<ol style="list-style-type: none"> Scholastic news will be used in intermediate grades. High interest and current events align with FSA expectations. SIPPS sustains our bottom quartile gains and addresses ELA foundational deficits. The focus is to use during Power Hour. Training will be provided via a consultative agreement for teachers utilizing the SIPPS program. Being a Writer 1 and 2 will be utilized in Grades 1-2 to support the balanced literacy core instruction. Reading A-Z provides instructional materials for core and small group instruction at student's independent and instructional levels. Ink will be purchased to print the student booklets for this program. Eric Jensen Book Study will be part of a year long agenda item on our Staff Development days to build teacher's capacity in engaging students from poverty and increase student achievement. Classroom libraries continue to be built to support student's progress in Accelerated Reader/independent reading and close the gap to reach grade level achievement. The additional technology will be used to assist students understanding and development of standards-based lessons These devices will also be used to access students' progress via the school's assessment platforms, with Accelerated Reader being
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one of them.

8. Professional Development will be provided for teachers and coaches in the area of target-task alignment and development of student success criteria.

9. Teachers will develop standards-based lessons during curriculum planning to be held during school and after school. Substitutes for teacher coverage during the school day will be provided.

10. A team of selected teachers along with both Administrators will participate in the Learning Sciences International Conference to further their understanding of Academic Teaming, Rigor in the Classroom and Developing Standards and Learning Targets.

11. Ready Florida will be used as supplemental material during Power Hour and small group instruction.

12. Time for Kids focuses on current events and will be used as high interest text for Grade 2.

13. Media books will be purchased to enhance student literacy in K-5 classrooms.

14. Student classroom supplies will be purchased to help furnish the Extended Learning Program. Teachers and paraprofessionals will participate in extended learning tutoring for struggling students.

15. Ink will be purchased for the purpose of printing student assessments under the Reading Wonders basil.

16. Headphones will be purchased for students using Smarty Ants and Istation supplemental programs.

**Person
Responsible**

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

#2	
Title	K-5 Math Instruction
Rationale	As evidenced by Florida Assessment and Florida Standards Alternate Assessment data from the Spring of 2019, grade level proficiency in each grade level is less than 40% (3rd = 36%, 4th =33% and 5th = 35%. Core instruction in grades K-5 must be strengthened in the areas of number sense, place value, math fact fluency, use of operations and by teaching for conceptual understanding through the use of real-world rigorous math tasks.
State the measurable outcome the school plans to achieve	Oscar J. Pope Elementary will increase overall grade level proficiency by 5%. Teachers will modify instruction in areas to address deficits so that students will achieve proficiency as evidenced by Florida Assessment and Florida Standards Alternate Assessment data taken from the Spring of 2020
Person responsible for monitoring outcome	Catherine Phillips (catherine.phillips@polk-fl.net)
Evidence-based Strategy	Teachers will meet weekly with the math instructional coach in collaborative planning and in professional learning communities to embed best practices and high yield strategies to increase student achievement in math. Teachers will plan these tasks using Marzano's Taxonomy and a Task Analysis Guide (LSI). Instructional strategies will include frequent checks for understanding, student ownership with the teachers as the facilitator, probing questions to prompt explanation and problem solving and the process of productive struggle. Tutoring will begin October 2019 to focus on FSA strategies, increasing number sense, place value, as well as, math fact fluency and use of operations to solve multi-level word problems.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy was based on the data collected from Florida Assessment and Florida Standards Alternate Assessment. The evidence collected from these sources revealed that math achievement decreased 9% from 2018.
Action Step	
Description	<ol style="list-style-type: none"> 1. BBY Publications (What's My Place? What's My Value?) will be used daily in the area of number sense and place value. 2. Mountain Math will be used daily to incorporate place value lessons and a spiral review of previous math skills. 3. Reflex math will be used to increase math fact fluency. 4. Lakeshore materials will be used to provide hands-on manipulatives and higher order thinking skills to solve mathematical problems. 5. The additional technology will be used to assist students understanding and development of standards-based lessons These devices will also be used to access students' progress via the school's assessment platforms, with Freckle being one of them. 6. Professional Development will be provided for teachers and coaches in the area of target-task alignment and development of student success criteria. 7. Teachers will develop standards-based lessons during curriculum planning to be held during school and after school. Substitutes for teacher coverage during the school day will be provided. 8. A team of selected teachers along with both Administrators will participate in the Learning Sciences International Conference to further their understanding of Academic

Teaming, Rigor in the Classroom and Developing Standards and Learning Targets.
9. Ready Florida will be used as supplemental material during small group instruction.

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

#3	
Title	Subgroup Performance: SWD
Rationale	ESSA federal index data for the SWD subgroups has been below 32% for two consecutive years.
State the measurable outcome the school plans to achieve	SWD subgroup federal index data will increase to at least 42%.
Person responsible for monitoring outcome	Carol Griffin (carol.griffin@polk-fl.net)
Evidence-based Strategy	Teachers serving students with disabilities, including inclusion teachers will participate in collaborative planning with the ELA and Math instructional coaches. The continuous improvement process will be utilized to discern strengths and areas of concern, targets, root causes, and action steps for core instruction and intervention. The communication loop between all stakeholders will be strengthened and documented through collaborative planning, PLC, and parent/teacher communication logs.
Rationale for Evidence-based Strategy	Systems alignment is key to accelerating student progress. Teachers collaborating with the academic coaches will ensure stronger curriculum being executed within the classrooms. With the stronger curriculum, students will pushed more academically to increase student achievement.
Action Step	
Description	<p>ELL/Hispanic -</p> <ol style="list-style-type: none"> 1. We will use the Analyzing Student Learning tool from The Learning Zone - (using common assessments during bi-weekly PLCs. 2. Utilize ELL strategies during Core instruction. Specific strategies are noted in Reading Wonders resources and in MOODLE. 3. During Collaborative Planning, teachers will be prompted to note specific ELL strategies. 4. After school tutoring will be offered thru Title 3. <p>SWD -</p> <ol style="list-style-type: none"> 1. Teachers involved in delivering core instruction, including inclusion teachers will participate in weekly collaborative planning or PLCs with the ELA and Math instructional coaches. 2. Power Hour progress monitoring will be completed weekly and intervention adjusted in response to the outcomes. 3. IEPs will be closely reviewed and progress monitored. 4. Parents/caregiver communication will provide monthly updates on student progress. 5. Ensure students are receiving accommodations identified in IEPs/504s. 6. Ensure lesson plans reflect accommodations identified in IEPs/504s. 7. Techniques for differentiation are utilized during Core instruction.
Person Responsible	Lisa Rockett (lisa.rockett@polk-fl.net)

#4	
Title	Grades 4 & 5 Science
Rationale	As evidenced by Florida Statewide Science Assessment data from the Spring of 2019, science proficiency was 13%. Core instruction in grades 4-5 must be strengthened in the areas of Earth Space Science, Physical Science, Life Science, and Nature of Science.

State the measurable outcome the school plans to achieve	Oscar J. Pope Elementary will increase overall 5th grade science proficiency by 16 percentage points for a goal of 29% proficiency. Teachers will modify instruction in Earth Space Science, Physical Science, Life Science, and Nature of Science to address deficits so students can achieve proficiency as evidenced by the Florida Statewide Science Assessment data taken in the Spring of 2020.
Person responsible for monitoring outcome	Amy Bermudez (amy.bermudez@polk-fl.net)
Evidence-based Strategy	Teachers will meet bimonthly with the district based science coach and administration in collaborative planning/professional learning communities to embed best practices and high yield strategies (academic teaming, hands on activities) to increase achievement in science proficiency. District science coach will be in classrooms bimonthly to work side-by-side with science teachers in implementation.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy was based on the analysis of the 2019 spring Florida Statewide Science Assessment, classroom walkthrough data, and feedback from district personnel and Oscar J. Pope staff.

Action Step

Description	<ol style="list-style-type: none"> 1. Attend bimonthly cooperative planning meeting with administration and district science coach. 2. Implement academic teaming within the science content following LSI strategies. 3. Utilize the district Science Learning Map as a guide for instruction. 4. Implement science instruction in the 5E format ensuring to incorporate hands on activities. 5. Utilize additional technology when appropriate to increase understanding. 6. Teachers will track mastery of science standards in each of the four categories, Nature of Science, Earth Space Science, Physical Science, and Life Science. 7. Teachers will focus on content vocabulary and increasing writing to explain. 8. Teachers will utilize weekly benchmark assessments as common assessments to track mastery and inform next steps. .
Person Responsible	Carol Griffin (carol.griffin@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

Kindergarten round up, parent meetings, middle school administration visits 5th graders and describe middle school experience and opportunities, and high school student mentors. 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 employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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.

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.

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.

The school is involved in The Great American Teach-In in November. Speakers are invited to share with students about their careers, opportunities for securing jobs in the future and employment requirements. 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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: K-5 ELA Instruction				\$232,894.54
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	120-Classroom Teachers	1521 - Oscar J. Pope Elementary School	UniSIG		\$68,160.00	
<i>Notes: Recruitment/Retention Stipends</i>						
5100	150-Aides	1521 - Oscar J. Pope Elementary School	UniSIG		\$7,000.00	
<i>Notes: Recruitment/Retention Stipends</i>						
5100	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		\$5,749.74	
<i>Notes: Recruitment/Retention Stipends</i>						
5100	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		\$142.80	
<i>Notes: Recruitment/Retention Stipends</i>						
5200	120-Classroom Teachers	1521 - Oscar J. Pope Elementary School	UniSIG		\$48,800.00	

			<i>Notes: Recruitment/Retention Stipends</i>			
5200	150-Aides	1521 - Oscar J. Pope Elementary School	UniSIG		\$25,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
5200	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		\$5,645.70	
			<i>Notes: Recruitment/Retention Stipends</i>			
5200	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		\$140.22	
			<i>Notes: Recruitment/Retention Stipends</i>			
5500	120-Classroom Teachers	1521 - Oscar J. Pope Elementary School	UniSIG		\$4,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
5500	150-Aides	1521 - Oscar J. Pope Elementary School	UniSIG		\$1,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
5500	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		\$382.50	
			<i>Notes: Recruitment/Retention Stipends</i>			
5500	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		\$9.50	
			<i>Notes: Recruitment/Retention Stipends</i>			
6120	130-Other Certified Instructional Personnel	1521 - Oscar J. Pope Elementary School	UniSIG		\$4,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
6120	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		\$306.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
6120	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		\$7.60	
			<i>Notes: Recruitment/Retention Stipends</i>			
6150	150-Aides	1521 - Oscar J. Pope Elementary School	UniSIG		\$1,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
6150	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		\$76.50	
			<i>Notes: Recruitment/Retention Stipends</i>			
6150	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		\$1.90	
			<i>Notes: Recruitment/Retention Stipends</i>			
6400	130-Other Certified Instructional Personnel	1521 - Oscar J. Pope Elementary School	UniSIG		\$8,000.00	

			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		\$612.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		\$15.20
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	110-Administrators	1521 - Oscar J. Pope Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	160-Other Support Personnel	1521 - Oscar J. Pope Elementary School	UniSIG		\$3,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		\$841.50
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		\$20.90
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	510-Supplies	1521 - Oscar J. Pope Elementary School	UniSIG		\$2,500.00
			<i>Notes: SIPPS K-5 instructional supplies</i>			
	5100	510-Supplies	1521 - Oscar J. Pope Elementary School	UniSIG		\$5,000.00
			<i>Notes: Being A Writer Instructional Supplies</i>			
	5100	369-Technology-Related Rentals	1521 - Oscar J. Pope Elementary School	UniSIG		\$1,400.00
			<i>Notes: Reading A-Z online subscription</i>			
	5100	644-Computer Hardware Non-Capitalized	1521 - Oscar J. Pope Elementary School	UniSIG		\$19,875.00
			<i>Notes: 25 desktop mini computers</i>			
	5100	644-Computer Hardware Non-Capitalized	1521 - Oscar J. Pope Elementary School	UniSIG		\$3,940.00
			<i>Notes: 10 iPads</i>			
	5100	519-Technology-Related Supplies	1521 - Oscar J. Pope Elementary School	UniSIG		\$350.00
			<i>Notes: 10 iPads cases</i>			
	5900	510-Supplies	1521 - Oscar J. Pope Elementary School	UniSIG		\$7,917.48
			<i>Notes: Ready Florida to be used for extended learning</i>			
2	III.A.	Areas of Focus: K-5 Math Instruction				\$5,169.64
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	369-Technology-Related Rentals	1521 - Oscar J. Pope Elementary School	UniSIG		\$3,500.00
			<i>Notes: Reflex Math Online Subscription</i>			
	5100	510-Supplies	1521 - Oscar J. Pope Elementary School	UniSIG		\$1,669.64
			<i>Notes: Mountain Math</i>			
3	III.A.	Areas of Focus: Subgroup Performance: SWD				\$0.00
4	III.A.	Areas of Focus: Grades 4 & 5 Science				\$0.00
					Total:	\$245,705.63