Oscar J. Pope Elementary School

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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)	**2019-20 Title I School**	**2019-20 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	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

School Board Approval

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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.

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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. 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.

"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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Griffin, Carol	Principal	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.
Rockett, Lisa	Teacher, ESE	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.
Phillips, Catherine	Instructional Coach	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.
Chehaib, Hiba	School Counselor	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.
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.

Demographic Information

Principal start date
Saturday 7/1/2017, Swanyetta Perry

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
41

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.	

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	74	66	68	84	75	64	0	0	0	0	0	0	0	431
Attendance below 90 percent	16	10	18	24	16	17	0	0	0	0	0	0	0	101
One or more suspensions	0	5	2	8	5	18	0	0	0	0	0	0	0	38
Course failure in ELA	1	0	1	0	0	1	0	0	0	0	0	0	0	3
Course failure in Math	2	0	1	4	0	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	18	11	24	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	13	18	24	0	0	0	0	0	0	0	55
Dec. 2019 Star Reading Level 1	0	0	13	24	18	9	0	0	0	0	0	0	0	64
Dec. 2019 Star Mathematics Level 1	0	4	11	15	12	15	0	0	0	0	0	0	0	57
Q3 District Science Assessment Not Proficient	0	0	0	0	72	56	0	0	0	0	0	0	0	128

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	1	3	11	23	24	24	0	0	0	0	0	0	0	86

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	2	0	4	22	20	18	0	0	0	0	0	0	0	66
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Wednesday 6/10/2020

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

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	
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	2	0	4	22	20	18	0	0	0	0	0	0	0	66
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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	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%

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

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				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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	
Students With Disabilities	
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%	2
English Language Learners	
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%	0
Native American Students	
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%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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.

Based off STAR Reading and Math assessments, 4th grade ELA was projected to show the lowest performance with 31% projected proficiency for 2020. While in past years it wasn't always the lowest performing, it has historically been low performing with 28% proficiency in 2018 and 31% projected proficiency in 2019. Both ELA teachers met with the ELA coach and administration throughout the year. In the class with the ESE students, an ESE teacher and para regularly pushed in to support the students. However, the team of teachers did not always teach the lesson plans as discussed during PLCs. Data chats did not take place consistently across the grade level. LSI strategies were not seen utilized across both classrooms in 4th grade ELA, which also was a contributing factor.

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

Looking at the projected proficiency data from our STAR assessments in math and ELA for 2020, there were no areas of decline; however, 4th grade ELA proficiency stayed the same at 31% projected proficiency from 2019 to 2020. Lack of LSI implementation across the ELA classes were a contributing factor as well as not utilizing lessons that were planned as a team during PLCs throughout the year.

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.

Science Achievement was 40 percentage points lower than the state average whereas the year before the gap was 22 percentage points. Science was not taught with fidelity. Math Achievement had the next highest gap at 26 percentage points lower than the state. When teaching math teachers were not always teaching to the depth of the standard or providing standards based tasks.

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

According to our STAR math data, 3rd grade scored 35% proficient in 2019 and was projected to be at 54% proficiency in 2020. Third grade math teachers consistently participated in PLCs with the math coach, worked together to plan lessons during their planning time, implemented LSI strategies with fidelity, and focused on incorporating hands-on math manipulatives and real world problem solving strategies.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

23% of students K-5 having attendance below 90%. Failures in ELA/Math vs. Level 1 on STAR Reading/Math. 3rd grade – 5% (4) earned an F, 23% (39) projected to be a level 1. 4th grade – 0% earned an F, 20% (30) projected to be a level 1. 5th grade – 1% earned an F, 19% (24) projected to be a level 1.

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

1.Standards based instruction to increase Science, ELA and Math achievement.
2.Standards based instruction to increase ELA and Math learning gains.
3.Standards based instruction to increase ELA and Math and lowest 25%.
4. To increase proficiency within the subgroups to increase ESSA Federal Index to above 41% per

subgroup.
5. To decrease the number of students who have attendance below 90%.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Included in this area of focus and how it impacts students learning is identified as a critical need based on the FSA and FSAA data in 2019. Data shows that student proficiency needs to increase in grades 3-5 for Reading, Math, and 5th grade Science. This will require teachers to engage in data-based decision making through continuous work in Professional Learning Communities with instructional coaches.
Measurable Outcome:	3rd grade measurable outcomes: reading: 26/70 students proficient, math: 30/70 students proficient. 4th grade measurable outcomes: reading: 29/77 students proficient, 8/16 students making learning gains, 7/10 students in the bottom quartile making learning gains. Math: 32/77 students proficient, 9/16 students making learning gains, 4/6 students in the bottom quartile making learning gains. 5th grade measurable outcomes: reading: 29/70 students proficient, 33/70 students making learning gains, 4/6 students in the bottom quartile making learning gains. Math: 30/70 students proficient, 37/70 students making learning gains, 7/10 students in the bottom quartile making learning gains.
Person responsible for monitoring outcome:	Carol Griffin (carol.griffin@polk-fl.net)
Evidence-based Strategy:	-Teachers ensure the content taught and the teaching methods utilized enable students to learn the skills and concepts in the standard and to provide evidence of their learning. When planning lessons, teachers analyze the cognitive complexity of the activities to reach learning targets and the amount of student autonomy. Teachers will collaborate with instructional coaches during PLCs. -Science instruction will focus on hands on experiences, allowing students to have a deeper level of understanding leading to higher science proficiency. -Teachers will ensure that classroom based strategies can be adapted for eSchool students so that students will have access to the same high quality standards based lessons. For hands on science activities, science kits can be prepared to be sent home or activities can be completed with items commonly found in homes, paired with a video science demonstration. Math manipulatives can also be given to eSchool students for activities at home..
Rationale for Evidence-based Strategy:	The standards emphasize explicit, systematic instruction. Systems alignment is key to accelerating student's progress. Teachers collaborating with academic coaches will ensure stronger curriculum being executed in the classrooms. With stronger curriculum, students will be pushed more academically to increase student achievement. This strategy was decided upon using data collected from district created assessments (science and writing) and STAR math and reading. Even though some students have chosen eSchool, these students will need to be provided hands on activities. If they do not have access to manipulatives or science materials, it can be provided to the students.

Action Steps to Implement

-Progress monitoring using our school-wide data tracking from with information from STAR, module assessments, and district assessments
-Weekly meetings with academic coaches and administration to review non-evaluative classroom observation information
-PLCs to address standards based instruction utilizing test item specs

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

-K-2 Curriculum Planning for teachers to develop standards-based lessons.
-Lakeshore materials to provide hands-on manipulatives and higher order thinking skills to solve mathematical problems.
-Reflex math will be used to increase math fact fluency.
-Ready Florida will be used as supplemental material during small group instruction.
-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.

Person Responsible   Catherine Phillips (catherine.phillips@polk-fl.net)

-Extended Learning supplies to assist students in bubble groups to push them to proficiency. Supplies will also provide students additional materials in small group instruction during tutoring.
-Paras will work with small groups of students to assist in filling in learning gaps and reteaching when applicable.
-Media books will be purchased to build content knowledge to support comprehension and impact independent reading as measured by Accelerated Reader.
-Scholastic News is high interest informational text with FSA like questions for discussion.
-Reading Wonders Assessment printing for standards-based assessment data, reteaching, and instruction.
-Reading A-Z provides instructional materials for core and small group instruction at students independent and instructional levels.
-Extended learning supplies to assist students in bubble groups to push them to proficiency. Supplies will also provide students additional materials in small group instruction.
-Technology will assist students understanding and development of standards-based lessons via the assessment platforms.
-Materials gathered for those eSchool students who are in need. Parents can pick them up during Wednesday lunch pick up or at another scheduled time

Person Responsible   Amy Bermudez (amy.bermudez@polk-fl.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports		
Area of Focus Description and Rationale:	As a result of the movement of 11 teachers to other schools, our goal is to assist teachers in the classroom and provide additional support in an effort to retain teachers long term and reduce movement. In addition, we will continue implementation of PBIS to support student and staff buy in of a positive school culture. In 2018-2019 there were 143 discipline referrals and 62 instances were issued as out of school suspensions in grades K-5. In 2019-2020 there were 72 discipline referrals and 52 instances were issued as out of school suspensions in grades K-5.
Measurable Outcome:	In the school year 2020-2021, the school plans to retain 85% (6) of their teachers as opposed to 73% (11) in the school year 2019-2020. The school plans to decrease the amount of students that have attendance rates lower than 90% from 101 students to 80 students (K-5).
Person responsible for monitoring outcome:	Amy Bermudez (amy.bermudez@polk-fl.net)
Evidence-based Strategy:	-Provide coaching and professional development through district and school-based in-service opportunities to support staff in meeting diverse student needs in the inclusive environment at OJP. -Teacher collaboration improves instructional quality in all classrooms -Mentoring and peer support through Teacher Learning Community. -Communication and building trusting relationships between all stakeholders -PBIS and CHAMPS implementation school-wide -Include eSchool students for PBIS, eSchool teachers should continue to provide lesson activities utilizing the CHAMPS structures
Rationale for Evidence-based Strategy:	-Consistency with staff helps to build trusting relationships between all stakeholders -Giving teachers the tools they need to be successful and the confidence in knowing they have support will retain teachers on a long-term basis. -Attendance affects achievement. -Using the information from the Title I Parent Survey. The school will put steps in place to engage, educate and empower stakeholders. -Having systems alignment will increase momentum to having greater student achievement. -eSchool students will still need motivation to continue working hard in their classes. eSchool students still need a format of assignments that will ensure complete understanding of expectations as they are still expected to complete assignments and may not have the teacher readily available to provide an explanation. Incorporating PBIS and CHAMPS into eSchool will assist in ensuring all students are still authentically engaged while virtual.

Action Steps to Implement

-Professional Development will be provided for teachers and coaches in the area of target-task alignment and development of student success criteria.
-Coaches and Parent Involvement will work collaboratively to host Parent Nights.
-Student agendas will provide open communication between parents and teachers
-Take home folders will provide parents with updated school news, events and as another opportunity for communication between parents and school. The Take Home folders will also be a resource to send home valuable information regarding student progress and school happenings.
-Ink will be used to assist with instructional and parent involvement and to provide with printing the

learning materials and resources necessary when supporting students and keeping parents informed.
-LSI Training for teachers to help with positive learning instruction.

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

-Coaches will continue to be the Campus Induction Coordinators and PEC Mentors.
-Coaches will support staff to meet the goals of the SIP
-K-2 Curriculum Planning will be for teachers to develop standards-based lessons.
-Monthly attendance challenges
-Poster maker for school-wide PBIS information in all areas.
-communication with eSchool teachers to ensure virtual PBIS, training with eSchool teachers on how to incorporate CHAMPS virtually.

Person Responsible	Amy Bermudez (amy.bermudez@polk-fl.net)

-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.

Person Responsible	Catherine Phillips (catherine.phillips@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Address best practices in grading due to current lack of correlation between achievement levels and course failures. This will be addressed in PLCs during pre-planning week and reviewed throughout the year. The bottom 25% quartile will be targeted and monitored through small group instruction and/or extended learning opportunities. Leadership Team will continue to meet weekly to review data and to discuss the alignment of grades with STAR achievement data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Volunteers support student success by helping to close learning gaps and influencing social emotional development. The school partners with community stakeholders to help bridge the social gaps of the students and improve students attitude towards school and building positive relationships. through The Big Brother Big Sister Mentoring Program and a partnership with Polk State Collegiate High School with a

Ladies and Gents Club. Additionally, stakeholders, such as Somos Church members help with increasing the self-esteem and motivations of the students and staff. The school's morale was lifted by this community stakeholder, Somos Church, which gave monthly handwritten notes to staff, providing welcome back breakfast for staff and recognition of a staff member monthly. Stakeholders collaborated with staff in preparing for beginning of year set up and assisting with PBIS activities throughout the year. The school will continue to establish partnerships with parents/caregivers as was observed during Distance Learning through continued use of electronic communication. SAC will continue to meet monthly to review the School Improvement Plan, Title I budget, Parent Involvement Events, Community Advisory Team quarterly meetings and other needs of the school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$193,667.96
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	1521 - Oscar J. Pope Elementary School	UniSIG	2.0	$30,385.00
			Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	1521 - Oscar J. Pope Elementary School	UniSIG		$3,038.50
			Notes: Retirement - 8.47% - Instructional Personnel			
	5100	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		$2,324.45
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	1521 - Oscar J. Pope Elementary School	UniSIG		$18,576.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	1521 - Oscar J. Pope Elementary School	UniSIG		$43.20
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		$57.73
			Notes: Workers Compensation - .19% - Instructional Personnel			
	5900	120-Classroom Teachers	1521 - Oscar J. Pope Elementary School	UniSIG		$20,075.36
			Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 7 teachers, 6 hours per week - 24 weeks			
	5900	210-Retirement	1521 - Oscar J. Pope Elementary School	UniSIG		$2,177.98
			Notes: Retirement - 8.47% - Instructional personnel for extended learning			

	5900	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		$1,666.16
		Notes: Social Security - 7.65% - Instructional personnel for extended learning				
	5900	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		$41.38
		Notes: Workers Compensation -.19% - Instructional personnel for extended learning				
	6300	120-Classroom Teachers	1521 - Oscar J. Pope Elementary School	UniSIG		$14,918.50
		Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 12 teachers - 34 hours				
	6300	210-Retirement	1521 - Oscar J. Pope Elementary School	UniSIG		$1,732.40
		Notes: Retirement - 8.47%- Curriculum Planning				
	6300	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		$1,325.29
		Notes: Social Security - 7.65% - Curriculum Planning				
	6300	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		$32.92
		Notes: Workers Compensation - .19% - Curriculum Planning				
	5100	510-Supplies	1521 - Oscar J. Pope Elementary School	UniSIG		$169.99
		Notes: Supplies - Instructional; consumable supplies such as paper, pens/pencils, markers/highlighters for direct instruction/student-use				
	5100	644-Computer Hardware Non-Capitalized	1521 - Oscar J. Pope Elementary School	UniSIG		$15,760.00
		Notes: Computer Hardware Non-Capitalized - $250.00 to $999.99 - 40 iPads/$394 each				
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1521 - Oscar J. Pope Elementary School	UniSIG		$3,236.00
		Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to $1,000- 2 iPad Carts/$1,618 each				
	5100	519-Technology-Related Supplies	1521 - Oscar J. Pope Elementary School	UniSIG		$4,000.00
		Notes: Technology-Related Supplies - 40 iPad Cases/$100 each				
	5100	130-Other Certified Instructional Personnel	1521 - Oscar J. Pope Elementary School	UniSIG	1.0	$51,500.00
		Notes: Other Certified Instructional - School based/District paid Interventionist who work with small groups of students in need of remediation; Reading Interventionist				
	5100	210-Retirement	1521 - Oscar J. Pope Elementary School	UniSIG		$5,150.00
		Notes: Retirement - 10% - Instructional Personnel				
	5100	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		$3,939.75
		Notes: Social Security -7.65% -Instructional personnel				

	5100	231-Health and Hospitalization	1521 - Oscar J. Pope Elementary School	UniSIG		$9,288.00
		Notes: Health and Hospitalization - Instructional Personnel				
	5100	232-Life Insurance	1521 - Oscar J. Pope Elementary School	UniSIG		$21.60
		Notes: Life Insurance - Instructional personnel				
	5100	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		$97.85
		Notes: Workers Compensation - .19% - Instructional Personnel				
	5900	150-Aides	1521 - Oscar J. Pope Elementary School	UniSIG		$1,704.40
		Notes: Aides Paraprofessional -Stipends for paraprofessionals to provide supplementary after school, before school or Saturday tutoring 1 para - 6 hours per week - 24 weeks				
	6300	130-Other Certified Instructional Personnel	1521 - Oscar J. Pope Elementary School	UniSIG		$2,405.50
		Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 2 coaches/ interventionists - 43 hours				
2	III.A.	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$0.00**
					Total:	**$199,903.75**