Oscar J. Pope Elementary School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	**2020-21 Title I School**	**2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	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 content area 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. All students demonstrate respect for school rules. Our campus provides a safe and orderly environment for all."

Provide the school's vision statement.

"At Oscar J. Pope Elementary all students will be exposed to 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	Position 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.
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.
Screen, Amber	Reading Coach	Amber Screen - Reading Instructional Coach - Mrs. Screen is the new Reading Instructional Coach who 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 based on the data collected. 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. Screen meets weekly with administration to discuss concerns, share good news, and develop plans to assist instructional staff members.
Everage, Robin	Math Coach	Robin Everage - Math Instructional Coach - Mrs. Everage is the new Math Instructional Coach who 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 based on the data collected. 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. Everage meets weekly with administration to discuss concerns, share good news, and develop plans to assist instructional staff members.
Rockett, Lisa	Other	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

Name	Position Title	Job Duties and Responsibilities
		to modify instruction as needed. Mrs. Rockett meets weekly with administration to discuss concerns, share updates on ESE students, 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.

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

44

Total number of students enrolled at the school

333

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	0	68	61	67	76	64	0	0	0	0	0	0	0	336
Attendance below 90 percent	0	31	22	32	25	22	0	0	0	0	0	0	0	132
One or more suspensions	0	0	4	2	9	1	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	19	36	24	37	26	0	0	0	0	0	0	0	142

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	14	12	15	31	31	0	0	0	0	0	0	0	103

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	

Date this data was collected or last updated

Wednesday 6/23/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				32%	51%	57%	35%	50%	56%
ELA Learning Gains				42%	51%	58%	43%	51%	55%
ELA Lowest 25th Percentile				63%	49%	53%	40%	45%	48%
Math Achievement				37%	57%	63%	46%	58%	62%
Math Learning Gains				47%	56%	62%	47%	56%	59%
Math Lowest 25th Percentile				44%	47%	51%	42%	44%	47%
Science Achievement				13%	47%	53%	33%	53%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison						
04	2021					
	2019	31%	48%	-17%	58%	-27%
Cohort Comparison		-33%				
05	2021					
	2019	24%	47%	-23%	56%	-32%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	35%	56%	-21%	62%	-27%
Cohort Comparison						
04	2021					
	2019	34%	56%	-22%	64%	-30%
Cohort Comparison		-35%				
05	2021					
	2019	33%	51%	-18%	60%	-27%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	10%	45%	-35%	53%	-43%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 1-2 Reading - Star Early Lit
Grades (2) 3-5 Reading - Star Reading
Grades 1-5 Math - Star Math

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	65%	45%
	Economically Disadvantaged	49%	67%	41%
	Students With Disabilities	33%	50%	20%
	English Language Learners	29%	36%	29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	70%	65%	57%
	Economically Disadvantaged	71%	65%	55%
	Students With Disabilities	70%	60%	70%
	English Language Learners	62%	50%	29%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	32%	42%
	Economically Disadvantaged	13%	31%	39%
	Students With Disabilities	11%	11%	38%
	English Language Learners	10%	20%	33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37%	37%	30%
	Economically Disadvantaged	38%	36%	33%
	Students With Disabilities	25%	33%	33%
	English Language Learners	44%	40%	30%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	28%	34%
	Economically Disadvantaged	41%	27%	37%
	Students With Disabilities	29%	6%	11%
	English Language Learners	22%	11%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	45%	38%
	Economically Disadvantaged	40%	46%	40%
	Students With Disabilities	21%	30%	25%
	English Language Learners	40%	45%	36%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	25%	25%
	Economically Disadvantaged	24%	23%	26%
	Students With Disabilities	11%		11%
	English Language Learners	4%		13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%	32%	36%
	Economically Disadvantaged	30%	28%	40%
	Students With Disabilities	11%	16%	16%
	English Language Learners	26%	26%	26%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22%	27%	35%
	Economically Disadvantaged	19%	23%	30%
	Students With Disabilities			
	English Language Learners	6%	11%	26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37%	33%	26%
	Economically Disadvantaged	34%	30%	24%
	Students With Disabilities	14%	14%	
	English Language Learners	18%	21%	21%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	33%	27%	41%
	Economically Disadvantaged	29%	25%	40%
	Students With Disabilities		14%	29%
	English Language Learners	48%	32%	52%

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	10	40		19	50		29				
ELL	20	44		35	52						
BLK	24	50		24	43		36				
HSP	21	44	40	35	47		10				
WHT	29	35		39	71		33				
FRL	22	39	33	34	56	53	16				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
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	
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	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Lack of student proficiency across subgroups and core content. Looking at the Inzata ELA and Math Progress Monitoring Goals, ELA has a lower 3 year average than math for proficiency – based on Star data for the 2020-2021 school year, 4th grade ELA has the lowest proficiency with 25% projected to be proficient.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Standards aligned instruction, 5th Grade ELA based on prior year 4th grade STAR Reading proficiency. 4th grade ELA based on 3rd Grade Spring 2021 FSA data. 5th grade science based off of SSA for 2018-2019 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A contributing factor to this need for improvement was reduction of proficiency to meet standards on state assessments. Some contributing factors were – some students missing school due to quarantining due to Covid, students moving from eSchool to Campus learning, lack of permanent reading coach, amount of Tier II and III teachers in tested grade levels. The actions that need to be taken to address this need for improvement are ensuring that all teachers are teaching to the depth of the standard. Teachers using standards and targets along with Depth of Knowledge with proper complexity levels while lesson planning. Utilize data analysis to influence and improve instructional planning and professional practice. Improve the quality of our PLCs through consistent PLC agendas/ notes, teacher feedback from PLCs, and coaching reflections. PLCs will address common assessments, implementation of strategies to accelerate student progression towards achievement and ensuring that student work is aligned and to the depth of the standard. Coaches will engage in coaching cycles beginning with Tier III teachers. Administration will monitor through continuous

participation in PLCs, reviewing coaching reflections to ensure coaches are supported by administration, increasing non-evaluative/evaluative walkthroughs and providing feedback to teachers, and creating weekly schedules to ensure time spent in classrooms.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on Star progress monitoring for 2020-2021, 5th grade ELA showed the most improvement with a 13 percentage point increase, moving from 22% to 35%. Based on 2018-2019 FSA, ELA Bottom Quartile Learning Gains increased 23 percentage points, moving from 40% to 63%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

At the beginning of the year data (Star, formative/summative assessments) were not utilized consistently to enhance small groups and power hour. A change made in January 2021 was for teachers and staff to analyze STAR data and adjust students within groups based on students' needs. Several teachers and staff had data chats with students and together set goals throughout the year based on quarterly assessments on STAR. Student achievement showed considerable increase in 5th grade.

What strategies will need to be implemented in order to accelerate learning?

Educators will incorporate the consistent use of high effect strategies (data chats, test taking strategies, student engagement, use of test item specifications, use of Achievement Level Descriptors) in their classrooms to effectively manage the learning environment and accelerate learning. Professional development will include - the impact of high effect size strategies, MTSS, purposeful data chats, and test taking strategies will be provided to all teachers prior to the start of school with continued support as needed throughout the year. The use of collaboratively planned lessons will be utilized to introduce, create, and build knowledge in all content areas. The leadership team will appropriately monitor for the transfer of standards based planning to the instructional environment with clear look-fors to provide quality and timely feedback to advance student achievement and strengthen instructional practice.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities that will be provided at the school to support teachers and leaders with data chats, test taking strategies, and classroom management/student engagement. Professional Development opportunities: Acceleration Imperative training for educators to understand the importance of advancement via acceleration versus remediation. Best practices in the use of high effect strategies, collaborative planning, creating opportunities to build student knowledge, MTSS, standards-based instruction, target/task alignment and collegiality.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning within the grade levels to bring in more real-world connections to text/student learning. Teachers will continue to meet with coaches/administration on a weekly basis to ensure the depth of the standard is being taught. Teachers and administration will have data chats on a monthly basis (which can be done in PLCs). Teachers, staff, and administration will work together for the success of each student. Administration and other staff will engage with small groups to support student needs on a regular basis. Building capacity within new coaches to retain and build momentum within the school. 3-5 only has one more year on these standards before also making the

switch to B.E.S.T. standards – so there will be another shift the next year for those grade levels. Admin will monitor classrooms with fidelity via nonevaluative walkthroughs with feedback. Coaches will also provide feedback to teachers and engage in coaching cycles as necessary.

*Potential use of Pre-K-2 ELA coach to adequately equip students in primary grades for grappling with increasingly rigorous content.

*Celebration of teachers as they advance through the tiered coaching system with clear guidelines of how to do so with quality, timely feedback.

*Instantaneous digital availability of professional development for Tier 1 teachers to continually strengthen their craft.

*District support for science, math, and reading.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	From formative and summative data (PLCs, walkthroughs, evaluations, module data, Star, district assessments), it was evident that standards based instruction is not being taught to the depth necessary to increase proficiency in all core content areas due to lack of consistency within collaborative planning/PLCs. Both Reading and Math continue to score below proficiency level. Looking at the District Progress Monitoring Tool (Inzata) for ELA and Math progress monitoring goal, ELA has a lower 3 year average than math for proficiency - currently, 4th grade ELA has the lowest proficiency with 25% projected to be proficient.
Measurable Outcome:	As a result of standards based collaborative planning instruction taught in core content areas will yield 34% proficiency on the FSA Reading, 40% proficiency on the FSA Math, and 30% proficiency on the SSA. All ESSA subgroups will perform at a minimum of 41% proficiency overall. Student learning will be monitored through grade level summative assessments, formative assessments, and district progress monitoring tools.
Monitoring:	Administration and coaches will meet to establish a monitoring schedule to ensure that the Area of Focus will be implemented with fidelity. -PLC agendas and student work samples will be utilized and submitted to administration on a weekly basis. -Administration and coaches will walk through classrooms to look for transfer of PLC work to classroom instruction with nonevaluative feedback. -Student work samples brought to PLC to facilitate collaborative conversations to ensure alignment to the depth of the standard. -Ongoing data chats regarding classroom assessments and district progress monitoring to ensure alignment of planning, implementation, and assessments.
Person responsible for monitoring outcome:	Carol Griffin (carol.griffin@polk-fl.net)
Evidence-based Strategy:	Students are expected to meet a defined standard for proficiency. 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 (DOK) necessary to reach learning targets as well as the amount of student autonomy. Teachers will collaborate with instructional coaches during PLCs to ensure that lesson plans meet the full intent of the standards (B.E.S.T. and Florida State Standards) as well as include target/task alignment. Administrators and coaches will conduct weekly nonevaluative classroom walkthroughs with the purpose of assessing that standards are taught with fidelity for both accountability and coaching cycle needs.
Rationale for Evidence-based Strategy:	Systems alignment is key to accelerating student's progress. Teachers collaborating with academic coaches will ensure rigorous instruction being executed in the classrooms. With continuous rigorous instruction, students will be pushed more academically to increase student achievement. This strategy was decided upon using data collected from district created assessments, district progress monitoring results from the 2020-2021 academic year and district writing (grades 4-5) and district science (grades 4-5). This strategy will also improve the academic performance of all teachers via direct feedback, coaching cycles and goal setting performance.

Action Steps to Implement

-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 and interventionists will work with small groups of students to assist in filling in learning gaps and reteaching when applicable.
-Technology will assist students understanding and development of standards-based lessons via the assessment platforms.
-School based coaches will work with district coaches to ensure alignment to standards and to receive feedback on the common planning session.

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

-K-2 Curriculum Planning for teachers to develop B.E.S.T. standards-based lessons.
-Lakeshore materials to provide hands-on manipulatives and higher order thinking skills to solve mathematical problems.
-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.
-District created highlighted tasks and teacher guides for math modules printing for standards based instruction and student work.
-Coaches will follow the collaborative planning agenda to ensure planning goals are met.

Person Responsible   Robin Everage (robin.everage@polk-fl.net)

-Media books to build content knowledge to support comprehension, and impact independent reading as measured by Accelerated Reader.
-Florida Wonders Assessment printing for standards-based assessment data, reteaching tool and 3rd grade portfolios.
-Ready Florida will be used as supplemental material during small group instruction.
-K-2 Curriculum Planning for teachers to develop B.E.S.T. standards-based lessons.
-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 iStation, Smarty Ants being two of them.
-Coaches will follow the collaborative planning agenda to ensure planning goals are met.

Person Responsible   Amber Screen (amber.screen@polk-fl.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	According to the results from the 2018 - 2019 FSA Assessment, the following subgroups performed below 41% overall proficiency. The subgroups were: Students with Disabilities - 31% English Language Learners - 40% Hispanic Students - 39% White Students - 38% Economically Disadvantaged Students - 40%
Measurable Outcome:	As a result of appropriate implementation of MTSS all ESSA subgroups will perform at a minimum of 41% proficiency overall. Student learning will be monitored through grade level summative assessments, formative assessments, and district progress monitoring tools.
Monitoring:	Regular data chats with teachers and coaches on the progress of each ESSA subgroup. Evaluation of MTSS documentation. SST meetings for those students going through the MTSS process. Nonevaluative classroom walkthroughs by administration.
Person responsible for monitoring outcome:	Carol Griffin (carol.griffin@polk-fl.net)
Evidence-based Strategy:	Teachers will be meeting with Tier II and Tier III students daily via small groups during core instruction and power hour to provide targeted intervention. Classroom teachers will conduct weekly assessments in both ELA and Math of students that are in ESSA subgroups. Teachers will monitor the progress of those students via data chats and meet in collaborative groups to discuss grade level progress. Grade levels will conduct bi-monthly data meetings with both administration and academic coaches. Inclusion teachers will attend PLCs to facilitate an increase in the SWD ESSA subgroup. ESOL teacher will meet with academic coaches weekly to continue alignment with teachers and what the ELL ESSA subgroup needs to increase achievement. Teachers will communicate with parents through a variety of means (phone calls, email, agenda) with documentation. Administration will be monitoring parent communication every nine weeks through teacher communication logs.
Rationale for Evidence-based Strategy:	According to the previous data, there were five (5) ESSA subgroups that did not meet the 41% Federal Index.

Action Steps to Implement

K-5 Curriculum Planning for teachers to develop standards-based lessons.
Scaffolding the lessons during core instruction will assist in ensuring that all students are able to grasps concepts.
Technology will assist students understanding and development of standards-based lessons via the assessment platforms
iPads will be used for STAR weekly assessments.
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.

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

Ready Florida will be used as supplemental material during small group instruction.
Paras and interventionists will work with small groups of students to assist in filling in learning gaps and reteaching when applicable based on learning gaps identified by data and the classroom teacher observations. Small groups of students work with the paras and interventionists under the direct supervision of the classroom teacher.
Media books to build content knowledge to support comprehension, and impact independent reading as measured by Accelerated Reader.

Person Responsible Amber Screen (amber.screen@polk-fl.net)

Paras and interventionists will work with small groups of students to assist in filling in learning gaps and reteaching when applicable based on learning gaps identified by data and the classroom teacher observations. Small groups of students work with the paras and interventionists under the direct supervision of the classroom teacher.

Person Responsible Robin Everage (robin.everage@polk-fl.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	As a part of our R.A.I.S.E. goal, this Area of Focus was identified because 50% or more of our students in any grade level scored below a level 3 on the most recent statewide English Language Arts assessment.
Measurable Outcome:	As a result of standards based collaborative planning instruction taught in core content areas will yield 34% proficiency on the FSA Reading which will be an increase from 26%.
Monitoring:	Teachers will implement daily monitoring towards student mastery of benchmarks/ standards. Leadership team will monitor teachers use of monitoring form through PLCs (during school and after school) and non-evaluative classroom walks to include calibration walk data shared with staff.
Person responsible for monitoring outcome:	Carol Griffin (carol.griffin@polk-fl.net)
Evidence-based Strategy:	Students are expected to meet a defined standard for proficiency. 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 (DOK) necessary to reach learning targets as well as the amount of student autonomy. Teachers will collaborate with instructional coaches during PLCs to ensure that lesson plans meet the full intent of the standards (B.E.S.T. and Florida State Standards) as well as include target/task alignment. Administrators and coaches will conduct weekly nonevaluative classroom walkthroughs with the purpose of assessing that standards are taught with fidelity for both accountability and coaching cycle needs. Utilization of Common Assessment Monitoring Tool that will be reviewed at PLCs to ensure daily target/task alignment and analyze student proficiency towards standards/benchmark mastery.
Rationale for Evidence-based Strategy:	Systems alignment is key to accelerating student's progress. Teachers collaborating with academic coaches will ensure rigorous instruction being executed in the classrooms. With continuous rigorous instruction, students will be pushed more academically to increase student achievement. This strategy will also improve the academic performance of all teachers via direct feedback, coaching cycles and goal setting performance.

Action Steps to Implement

-Paras and interventionists will work with small groups of students to assist in filling in learning gaps and reteaching when applicable.
-School based coaches will work with district coaches to ensure alignment to standards and to receive feedback on the common planning session.
-Analyzing Common Assessment Monitoring Tool during PLC to continue to improve target/task alignment and work to increase student proficiency.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Ranked #593 out of 1,395 elementary schools in the state.

Incidents per 100 students - (State) 1 - (OJP) 0.4
Violent Incidents - Ranked Low - #492 out of 1,395
Property Incidents - Ranked Very High - #1,337 out of 1,395 - due to theft.
Drug/Public Order Incidents - Ranked Very Low - #1 out of 1,395

Suspensions per 100 students - (State) - 10.2 - (OJP) 7.4
Ranked #1,114 out of 1,395 in the state.
Ranked #36 of 126 elementary schools in the county with 36 reported suspensions.

Primary Area of Concern - In looking at Focus ODRs, 35% of referrals were for disruptive behavior, accounting for the highest percent with 74% of disruptive behaviors occurring within the classroom. Part of our focus this year will include classroom management trainings as needed as well as support for teachers who struggle with classroom behaviors as identified by discipline data. Additionally, 49% of referrals were from 3rd and 4th grade. This years 4th and 5th grade teachers will create uniform discipline plans to include parent notification, conferences, and administrative support and involvement. PBIS will be utilized to incentivize positive behavior in an effort to decrease negative behaviors.

Secondary Area of Concern - out of the 55 ODRs, 11 were repeated students with five students in 4th grade and four students in Kinder. For students that are struggling with behavior, the SST will meet to have a success plan for these students.

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.

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 groups such as The Big Brother Big Sister Mentoring Program, Winn-Dixie School Partnership, other community stakeholders such as Somos Church members helping 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. Sanford Harmony curriculum is utilized daily to work towards building a positive culture in each classroom.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Somos Church - providing hand written notes of encouragement for staff, bringing charitable gifts for staff.
Summit Consulting - providing supplies to staff as needed.
PTO - providing rewards for students through the PBIS program, sponsoring Teacher Appreciation Week, sponsoring all other staff appreciation days.
Teacher Engagement Ambassador - providing emotional support for new teachers through the district program including supplies and miscellaneous gifts to show appreciation.
Junior League of Greater Lakeland - books for students through Reading is Fundamental.
Winn-Dixie - providing charitable gifts and funding to the school.
Stinson Carpet - donating carpet squares for classrooms and supplies as needed, volunteering through Kids Pack.
Lakeland Kiwanis - Student supplies through Stuff the Bus.
Other local stakeholders providing support as requested - food, clothes, supplies, etc.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				$17,893.93
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	1521 - Oscar J. Pope Elementary School	UniSIG		$10,150.00
		Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours - 10 Teachers, 29 hours each @ $35 per hour				
	6300	130-Other Certified Instructional Personnel	1521 - Oscar J. Pope Elementary School	UniSIG		$4,060.00
		Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists - 4 Coaches/ Interventionists, 29 hours each @ $35 per hour				
	6300	140-Substitute Teachers	1521 - Oscar J. Pope Elementary School	UniSIG		$870.00
		Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) - 2 Provisionals, 29 hours each @ $15 per hour				
	6300	210-Retirement	1521 - Oscar J. Pope Elementary School	UniSIG		$1,631.66
		Notes: Retirement - 10.82%- Curriculum Planning				

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		$1,153.62
			Notes: Social Security - 7.65% - Curriculum Planning			
	6300	240-Workers Compensation	1521 - Oscar J. Pope Elementary School	UniSIG		$28.65
			Notes: Workers Compensation - .19% - Curriculum Planning			
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$167,106.08**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	1521 - Oscar J. Pope Elementary School	UniSIG	2.0	$106,000.00
			Notes: Other Certified Instructional Personnel Other Certified Instructional - School based/ District paid Interventionist who work with small groups of students in need of remediation - 1 Reading Interventionist - 1 Math Interventionist			
	5100	210-Retirement	1521 - Oscar J. Pope Elementary School	UniSIG		$11,469.20
			Notes: Retirement - 10.82% - Instructional Personnel -			
	5100	220-Social Security	1521 - Oscar J. Pope Elementary School	UniSIG		$8,109.00
			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		$201.40
			Notes: Workers Compensation - .19% - Instructional Personnel			
	5100	510-Supplies	1521 - Oscar J. Pope Elementary School	UniSIG		$2,995.91
			Notes: Supplies - Paper, pencils, markers, notebooks, folders, post its, etc...			
	5100	519-Technology-Related Supplies	1521 - Oscar J. Pope Elementary School	UniSIG		$3,399.00
			Notes: Technology-Related Supplies 34 iPad Cases			
	5100	644-Computer Hardware Non-Capitalized	1521 - Oscar J. Pope Elementary School	UniSIG		$13,416.00
			Notes: Computer Hardware Non-Capitalized - $250.00 to $999.99 - 34 iPads			
	5300	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1521 - Oscar J. Pope Elementary School	UniSIG		$1,618.00
			Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to $1,000- 1 iPad Cart			

	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1521 - Oscar J. Pope Elementary School	UniSIG		$350.00
			Notes: Technology-Related Noncapitalized Furniture, Fixtures and Equipment -less than or equal to $999.99 - - 1 Printer			
	5900	310-Professional and Technical Services	1521 - Oscar J. Pope Elementary School	UniSIG		$928.37
			Notes: LRC Tutoring Contract			
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$191,781.25**