

Polk County Public Schools

Oscar J. Pope Elementary School



2022-23 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: 6/29/2022

| | |
|--|---|
| 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 |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 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 | 2021-22: C (45%) 2018-19: D (40%) 2017-18: C (41%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | ATSI |
| * 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Oscar J. Pope Elementary School

2730 MAINE AVE, Lakeland, FL 33801

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

School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 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 | 75% |

School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | C | | D | D |

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

"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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|---------------------|---|
| Perry, Swanyetta | Principal | The job duties and responsibilities of the Principal include, but are not limited to: ensure an academic focus to promote a quality education for all students; manage school operations; monitor data to improve student achievement; create and sustain a positive climate and culture; guarantee safety and inclusive practices; encourage parent involvement; monitor, develop and revise systems and procedures; maintain an accurate and efficient budget; recruit, hire and retain staff; oversee facilities; all other duties as assigned by the Superintendent, his designee and/or as needed. |
| Bermudez, Amy | Assistant Principal | The job duties and responsibilities of the Assistant Principal include, but are not limited to: support and participate in daily school functions; develop the master schedule; prepare for and organize all aspects of testing; enforce positive behavior of students; communicate with staff, students and parents as it relates to discipline; collaborate with teachers during common planning to ensure curriculum alignment; facilitate professional development as needed; all other duties as assigned. |
| Machado, Lucas | School Counselor | As the Guidance Counselor, Mr. Machado will support students in grades K-5 by conducting weekly counseling lessons. Mr. Machado will also coordinate with the ELA Coach and LEA Facilitator to lead SST meetings to identify interventions for students that require additional supports and/or wraparound services. |
| Phillips, Catherine | Math Coach | As the mathematics coach, Ms. Phillips works collaboratively with teachers to create lessons and activities designed to reach the depth of the BEST standards while aligning the benchmarks to tasks. Additionally, Ms. Phillips conducts coaching cycles to model best practices for teachers identified as Tier 2 and Tier 3 instructional staff. Ms. Phillips also supports teachers as they continue working through the Learning Arc process. |
| Rockett, Lisa | Other | As the LEA Facilitator, Mrs. Rockett collaborates with Alternate Assessment teachers to review data, set goals, and develop lesson plans using Unique Learning Curriculum. Mrs. Rockett also meets weekly in PLCs to review IEPs and progress monitoring data to support student progression. |
| Shell, Ronald | Teacher, K-12 | As the Math Interventionist, Mr. Shell will work collaboratively with teachers to meet the needs of struggling students. He will support third, fourth, and fifth grade students targeted for proficiency to remediate and accelerate math instruction. |

Demographic Information

Principal start date

Wednesday 6/29/2022, Swanyetta Perry

Number of teachers with a 2022 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 2022 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

45

Total number of students enrolled at the school

296

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 59 | 61 | 67 | 65 | 65 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 389 |
| Attendance below 90 percent | 33 | 24 | 37 | 28 | 39 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 194 |
| One or more suspensions | 1 | 4 | 6 | 5 | 11 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 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 | 22 | 32 | 38 | 24 | 25 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 158 |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 2 | 14 | 12 | 15 | 31 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 2 | 0 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| 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

Friday 9/9/2022

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 | 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 | |

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 | 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 | 2 | 0 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 33% | 47% | 56% | | | | 32% | 51% | 57% |
| ELA Learning Gains | 63% | | | | | | 42% | 51% | 58% |
| ELA Lowest 25th Percentile | 57% | | | | | | 63% | 49% | 53% |
| Math Achievement | 33% | 42% | 50% | | | | 37% | 57% | 63% |
| Math Learning Gains | 54% | | | | | | 47% | 56% | 62% |
| Math Lowest 25th Percentile | 43% | | | | | | 44% | 47% | 51% |
| Science Achievement | 32% | 49% | 59% | | | | 13% | 47% | 53% |

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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 33% | 52% | -19% | 58% | -25% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 31% | 48% | -17% | 58% | -27% |
| Cohort Comparison | | -33% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 24% | 47% | -23% | 56% | -32% |
| Cohort Comparison | | -31% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 35% | 56% | -21% | 62% | -27% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 34% | 56% | -22% | 64% | -30% |
| Cohort Comparison | | -35% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 33% | 51% | -18% | 60% | -27% |
| Cohort Comparison | | -34% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 10% | 45% | -35% | 53% | -43% |
| Cohort Comparison | | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 16 | 47 | 50 | 12 | 46 | 42 | 19 | | | | |
| ELL | 26 | 63 | | 30 | 59 | | 20 | | | | |
| BLK | 27 | 61 | | 27 | 56 | | 9 | | | | |
| HSP | 32 | 57 | 43 | 30 | 46 | 38 | 33 | | | | |
| WHT | 34 | 75 | 67 | 40 | 65 | 42 | 41 | | | | |
| FRL | 33 | 65 | 60 | 32 | 54 | 42 | 29 | | | | |
| 2021 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 2019-20 | C & C Accel 2019-20 |
| 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 | | | | |
| 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 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 48 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 67 |
| Total Points Earned for the Federal Index | 382 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 35 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 44 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| 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 | 36 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 44 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| 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 | 52 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 48 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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?

The trends show that students are not achieving proficiency in core content areas. Spring 2022, data reveals third through fifth grade students earned 30% in reading, 31% in math, and 31% in science. This indicates that approximately 70% of students are not meeting grade level expectations. Moreover, ESSA subgroups continue to perform well below their counterparts in all core content areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components with the greatest need for improvement are reading, math and science overall proficiency. Specifically, fourth grade students who did not demonstrate adequate learning gains or proficiency in either content area. For example, fourth grade students achieved 22% proficiency in reading and 21% proficiency in math with learning gains of 53% in reading and 28% in math, which is notably lower than students in third and fifth grades.

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

The contributing factors that led to this need for improvement are a lack of collaborative planning and instructional coaching opportunities. Additionally, the lack of implementation of standards-based lesson plans contributed to the need for improvement. We will address this need for improvement with after-school planning and additional professional development targeted to improve pedagogical skills, instructional practices and student engagement. To address ESSA subgroups, targeted students will receive additional push-in support from ESE, ESOL and support staff to provide intensive, individualized instruction to close achievement gaps. Specifically, all students will be provided with equivalent experiences in all content areas to improve achievement outcomes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvement are learning gains in fifth grade reading and math, including the lowest 25% of students. Fifth grade reading gains are 76%, math learning gains are

73% and overall reading and math gains are 65% and 53%, respectively, with the lowest 25% of students earning 53% and 38%, respectively.

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

Teachers were required to look at various data points to gauge student learning. Adjustments were consistently made to small group instruction to specifically target students' individual needs. Data chats in fifth grade were routinely held to help students meet their goals.

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

Learning will be accelerated through the explicit use of benchmark clarifications in reading and math to address specific skills needed to master grade-level standards. A targeted focus will be placed on phonics instruction in grades K-2 to develop independent readers. In writing, teachers will accelerate learning by breaking the writing process into parts so that it builds and is easy to understand. Students will be required to complete writing lessons for no less than 30 minutes per day. In science, the implementation of inquiry-based learning will be utilized to reinforce concepts in addition to reading and writing integration. Differentiated practices will be used to enrich students who demonstrate mastery of standards. Frequent and immediate feedback will be provided to teachers to immediately adjust instruction.

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.

The professional development practices that will be provided are intervention programs for reading and math, Write Score for writing instruction, Learning Arc for common planning, and DA MOU planning to promote a culture of collegiality and collaboration.

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include strategically placing reading and math interventionists with students who are identified as Tier 2 and Tier 3. ESE inclusion teachers will be required to plan with the grade levels they serve to ensure task alignment and equivalent experiences. Academic coaches will engage in coaching cycles for teachers that require support. New teachers will be assigned mentors to provide support and increase teacher retention.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As evidenced by spring FSA data, 70% of students in grades 3-5 did not earn an achievement level of 3 or higher in ELA, Math and Science.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

State data will show a minimum of +1% proficiency increase for all grades/ content as well as 10% of the students just below the proficiency line becoming proficient.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after implementation of standards-based lessons.

Person responsible for monitoring outcome:

Swanyetta Perry (swanyetta.perry@polk-fl.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Monitor students engaging in equivalent experiences aligned to state expectations using Standards Walkthrough Tool. Small group instruction and technology (i.e. Istation, Smarty Ants, Freckle, Corrective Reading) will be used to remediate and enrich students at their instructional levels. Ongoing progress monitoring of benchmark and formative assessments will be utilized to refine instruction.

Professional development and coaching cycles led by school and district-based academic coaches will be required to support all instructional staff. Teachers will be tiered according to years of experience. Academic coaches will create a calendar and maintain a log of collaborative planning sessions, PLCs, classroom walkthroughs, small group training with paraeducators, and coaching cycles to document support.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the**

When students are consistently exposed to grade-level content and provided equivalent experiences proficiency will increase. Teachers must be provided with varying opportunities for professional development to reflect and refine instruction such as collaborative planning, curriculum alignment, and peer mentorship.

**resources/criteria
used for selecting
this strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The academic coaches will utilize real-time data to assist in collaborative planning sessions, coaching cycles, modeling instruction, non-evaluative observations, feedback and co-teaching.

Administration will create a bi-weekly monitoring schedule to document daily/weekly classroom visits. Additionally, administration will meet weekly with the leadership to compare previous data points, including attendance, behavior, and MTSS to plan for continuous improvement.

Person Responsible Swanyetta Perry (swanyetta.perry@polk-fl.net)

Teachers will meet weekly with administration and the academic coaches for collaborative planning using the Learning Arc framework to improve student outcomes.

Person Responsible Swanyetta Perry (swanyetta.perry@polk-fl.net)

ESE, ESOL teachers and instructional paraeducators will work collaboratively with classroom teachers and academic coaches to plan for standards-based small group instruction.

Person Responsible Swanyetta Perry (swanyetta.perry@polk-fl.net)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As evidenced by progressing monitoring and spring FSA data, overall math proficiency decreased from the 2020-2021 school year. In 2020-2021, overall proficiency was 34%, gains 52%, and lowest 25% of students 47%. In 2021-2022, overall proficiency is 31%, gains 53%, and lowest 25% of students 38%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State data will show a minimum of +1% proficiency increase for all grades/ content as well as 10% of the students just below the proficiency line becoming proficient.

Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

School administration and the leadership team will monitor all classrooms on a daily basis. As trends are discovered, they will be addressed via the coaching model with school and district based coaches and/or school administration. Regularly scheduled progress monitoring will also take place throughout the year. As data is gathered, teachers will make adjustments to instruction following data chats with administration.

Person responsible for monitoring outcome:

Swanyetta Perry (swanyetta.perry@polk-fl.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Monitor students engaging in equivalent experiences aligned to state expectations using Standards Walkthrough Tool. Small group instruction and technology (i.e. Numbers World) will be used to remediate and enrich students at their instructional levels. Ongoing progress monitoring of benchmark and formative assessments will be utilized to refine instruction.

Professional development and coaching cycles led by school and district-based academic coaches will be required to support all instructional staff. Teachers will be tiered according to years of experience. Academic coaches will create a calendar and maintain a log of collaborative planning sessions, PLCs, classroom walkthroughs, small group training with paraeducators, and coaching cycles to document support.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria

The trend data shows a lack of foundational knowledge as it relates to math. Through this resource, students will be provided daily opportunities for remediation and enrichment to achieve mastery.

**used for selecting
this strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will meet weekly with administration and the academic coaches for collaborative planning using the Learning Arc framework to improve student outcomes. Implement and utilize data-driven interventions to address individual student needs using research-based strategies and resources. Instructional staff, including teachers and paraeducators will receive continuous professional development to close foundational gaps for all subgroups.

Person Responsible Swanyetta Perry (swanyetta.perry@polk-fl.net)

The math interventionist will provide support for students identified as Tier 2 and Tier 3 learners. Teachers will meet weekly with administration and the academic coaches for collaborative planning and professional development activities to improve student outcomes.

Person Responsible Swanyetta Perry (swanyetta.perry@polk-fl.net)

ESE, ESOL teachers and instructional paraeducators will work collaboratively with classroom teachers and academic coaches to plan for standards-based small group instruction.

Person Responsible Swanyetta Perry (swanyetta.perry@polk-fl.net)

#3. Instructional Practice specifically relating to Engaging Teachers and Families**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Positive School Culture and Environment is paramount to a school's success. Since 2019-2020, families and community members have not been invited on campus, due mainly to the COVID-19 pandemic. Therefore, there have been limited opportunities to engage students, parents, and community partners. To address this need, the leadership team has created a calendar of events for the 2022-2023 school year to foster improvement, including but not limited to: student-centered programs and activities, monthly recognitions for staff and students, teacher-led initiatives and encouragement to join school-wide committees, and an on-site parent resources Hub.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

We will increase student, parent and community involvement by 100% during the 2022-23 school year. Specifically, we will see an increase in parent volunteers and community partners on campus.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will be based on student and parent participation in after-school programs and school sponsored events. We will also track teacher participation on SAC, PTO, school-wide committees etc.

Person

responsible for monitoring outcome:

Ronald Shell (ronald.shell@polk-fl.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

When people feel valued and a part of the team there is an intrinsic motivation to perform better and produce desirable outcomes. An increase in parent involvement and community relations will improve our visibility in the community-at-large and the overall culture of our school.

Rationale for

Evidence-based

Strategy:

Explain the

Since 2019-2020, teachers and parents have not been a part of school-wide decision making processes that positively impact and foster school culture.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct a needs survey to establish meaningful parent involvement activities; solicit feedback for effectiveness.

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

Weekly and monthly rewards will be awarded to staff and students for good attendance and behavior. PBIS funds will be used to purchase student incentives and fundraisers and donations will be used to reward staff.

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

Monthly parent engagement activities have been scheduled to welcome parents and include them in their child's education.

Person Responsible [no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students will use Florida Wonders and the district-approved Corrective Reading intervention program to develop necessary skills to improve reading and writing.

Data-driven Power Hour instruction to address individual student needs using research-based resources and teaching strategies. Support staff will provide push-in support to students across subgroups.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Florida Wonders Tier 2 instructional resources will be used to support struggling readers and accelerate learning for Tier 1 students.

Data-driven Power Hour instruction to address individual student needs using research-based resources and teaching strategies. Support staff will provide push-in support to students across subgroups.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Spring STAR 2022:

Kindergarten Early Lit Proficiency: 58%

Grade 1 Early Lit Proficiency: 39%

Grade 1 Reading Proficiency: 75%

Grade 2 Early Lit Proficiency: 23%

Grade 2 Reading Proficiency: 38%

Grades 3-5: Measureable Outcome(s)

FSA 2022:

Grade 3 Reading Proficiency: 36%

Grade 4 Reading Proficiency: 22%

Grade 5 Reading Proficiency: 32%

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Ongoing progress monitoring using accountability spreadsheets to track student progression towards mastery of benchmarks.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Perry, Swanyetta, swanyetta.perry@polk-fl.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence-based practices; literacy remediation through Power Hour.

Evidence-based programs; Corrective Reading.

The aforementioned program has been identified as a strong evidence-based intervention to target specific skills needed for grade-level proficiency.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Yes, the evidence-based program addresses the identified need.

The practice of one hour targeted interventions have a proven record of effectiveness for the targeted population.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|--|
| The Principal and Literacy Coach will lead professional development in effective small group instruction for teachers and paraeducators to close foundational gaps and ensure adequate student growth. | Perry, Swanyetta, swanyetta.perry@polk-fl.net |
| Teachers will engage in weekly work sessions using the Learning Arc framework to improve understanding of state Benchmarks and objectives, which includes creating tasks that are aligned to the Benchmarks and working to provide equivalent experiences to state assessments. | Perry, Swanyetta, swanyetta.perry@polk-fl.net |
| Ensure that students are writing daily in response to text with teachers modeling and providing specific feedback using grade-appropriate rubrics. | Bermudez, Amy, amy.bermudez@polk-fl.net |

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

High impact instructional and inclusive practices are addressed throughout the year during leadership, faculty and Positive Behavior Interventions and Support (PBIS) team meetings. Established business partners frequently assist with monthly incentives and rewards to improve staff and student attendance and increase academic performance. Instructional and non-instructional staff, including Pre-K and Headstart personnel regularly participate in team building and professional development activities to identify measurable objectives and maintain a culture of professional learning. Our commitment to a safe and supportive learning environment is displayed through ongoing collegial support, collaborative leadership and practice, shared values, and collective trust and responsibility.

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

Core partners include, Somos Church, Winn Dixie, Lakeland Kiwanis, Stinson Carpet, Summit Consulting, and Junior League of Greater Lakeland. These partnerships are critical as they provide essential supports and services to encourage teachers, strengthen families and educate the whole child.

We will also work closely with Reba Coil, the Community Liaison for our school. Together, we have identified two areas of focus for the upcoming school year: Campus Beautification and Teacher Incentives.