

Loughman Oaks Elementary School

4600 US HWY 17- 92 N, Davenport, FL 33837

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

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--------------------------------------------------|------------------------|----------------------------------------------------------------------------|
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 71% |

School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | C* | C | D |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Loughman Oaks Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Loughman Oaks Elementary is to provide a high quality education for all children with a holistic approach, while providing a safe and nurturing academic environment.

b. Provide the school's vision statement.

The vision of Loughman Oaks is to provide a high quality education for all learners through collaboration, community outreach, commitment and strong leadership.

The staff at Loughman Oaks Elementary believes that:

- * All children deserve the opportunity to be empowered to think, dream, believe, and achieve.
- * The home, school, and community must share the responsibility for the needs and development of children.
- * Differences in learning styles exist; therefore, students have the right to learn in a way that brings them personal success by providing and implementing strategies, as well as best practices.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Relationship building starts from our front office, where our front office staff and support personnel assist and empower parents to become advocates for their child and encourage parental participation to volunteer in school activities, become members of the PTO and SAC committee. We also encourage and arrange early parent/teacher conferences to go over classroom and academic expectations.

Administration and faculty meet to review cumulative records and all information pertinent to the student in order to be proactive in meeting their academic, behavioral, and social/emotional needs. This process gives us a holistic view of the student instead of just a name and number.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Loughman Oaks Elementary staff and students have been trained in CHAMPS and Positive Behavior Supports. There are school wide expectations and classroom expectations that are constantly taught, modeled, and recognized when implemented properly. The combination of best practices within the PBS framework will help us reduce office ISS, OSS and office referrals .

These expectations are implemented on the bus, on our campus, and during our after school program. On the first day of school, parents receive a pamphlet explaining these expectations and are encouraged to use this system of behavior modification at home.

The students of Loughman Oaks Elementary are taught CHAMPS guidelines for success, bullying prevention, internet safety and drug prevention lessons during the first week of school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Loughman Oaks Elementary is a CHAMPS/ Positive Behavior Support School. There are school wide expectations and classroom expectations that are constantly taught, modeled, and recognized when implemented properly.

All staff is trained in CHAMPS/PBS. Minor offenses are managed by teachers;major offenses are managed by administration. We follow the Polk County Schools Code of Conduct when applying consequences for major offenses.

We have monthly rewards and celebrations for students who have earned recognition for meeting our school-wide expectations.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Loughman Oaks Elementary has a Guidance Counselor and 1 School Psychologist that are essential members of our faculty. They are a part of our Early Warning, Crisis Response, and Problem-solving teams.They assist and train teachers to identify at risk students, track academic and behavior data, and provide interventions for students with behavioral challenges.They also provide small group counseling, coordinate our check-in/check-out interventions, and conduct academic assessments.

The staff at Loughman Oaks Elementary has been trained and are currently implementing CHAMPS guidelines for success.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

We receive the Early Warning Bulletin through the Office of Assessment, Accountability, and Evaluation. This Bulletin reports students who have been absent more than 10% or more of their days enrolled, students who are over-age by 2 years or more, and students who have recorded in-school or out-of-school suspensions of more than 3 days. We additionally monitor students who have been retained at least once in any grade level. Academically, we identify students who earn a grade of D or F in English Language Arts or Mathematics each quarter and at the end of the year for the final grade, as well as those students who score at Level 1 on the state assessments.

b. Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 23 | 15 | 25 | 23 | 52 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 181 |
| One or more suspensions | 0 | 5 | 2 | 5 | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Course failure in ELA or Math | 23 | 15 | 25 | 23 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 25 | 40 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 103 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------------|-------------|----|---|---|----|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 3 | 11 | 5 | 9 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Efforts to improve school attendance are an integral part of the mission of Loughman Oaks Elementary. We strive to provide a safe and healthy schools – one that employs a challenging curriculum and reinforce high expectations for academics, behavior, and social responsibility. Loughman Oaks Elementary had a higher absentee rate than the district.

Below are some of the strategies we employ to increase attendance:

1. Brainstorm with students, faculty, staff, and parents simple changes that could make school a more pleasant place to be. (SAC, PTO, PBS committees)
2. Create policies that are based on student, family, and neighborhood strengths and assets.
3. Acknowledge and honor accomplishments and all types of competencies, such as helpfulness, good citizenship, most improved performance, volunteerism, participation in decision-making, and cessation of negative behavior (PBIS, Champs and Assemblies).
4. Set high standards and challenge students to meet them.
5. Reinforce explicit expectations for positive behavior and academic success.
6. Encourage highly interactive teaching strategies.
7. Create a welcoming environment for all who come to the school (friendly and customer service-oriented front office staff).
8. Invite family and community members to take active and regular roles in the daily operation of the school (Volunteer, Assemblies, PTO, SAC, Open House, Orientation).

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/318984>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Members of the Leadership Team and our Office Staff are required to recruit one business partner per year

Once the initial connection is made, we invite them to our school to SAC, PBIS and school wide activities. We have them tour the school, observe instruction and different activities. Then we sit and establish a program based on the needs of our school. We match their resources to our needs.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| APONTE, WANDA | Principal |
| Pierce, Rebecca | Instructional Coach |
| Tederous, Rachael | School Counselor |
| Gaviria, Margarita | Instructional Coach |
| Brown, Shannon | Assistant Principal |

b. Duties

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

Administration- Facilitate the process of building consensus, increasing infrastructure, and making decisions about curriculum implementation.

Coaches and Other Instructional Personnel- Help teachers implement best practice strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, and evaluating implementation for effectiveness.

SLT meets twice a week during planning with all teachers to dis-aggregate data, analyze data for students, and problem solve if there are any areas of instructional weaknesses. The primary function of the SLT is to provide resources and assistance in all areas of ELA, Mathematics and Science. Another goal of the SLT is to assist teachers in strengthening their core instruction and increase teachers' knowledge in the content areas, assist teachers with the acquisition and implementation of scaffolding and differentiation strategies, and show teachers how to implement centers with fidelity and accountability.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School administration decides the frequency of meetings, depending on the availability of data. We meet to disaggregate data, and analyze school wide data for students, and come up with the interventions and resources necessary to provide the interventions. The Title I facilitator, Instructional Coaches and Network manager keep inventory of all resources purchased with Title I funds.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Richard Osso | Business/Community |
| Edward Ortiz | Business/Community |
| Nancy Hillman | Business/Community |
| Alexis Samaniego | Business/Community |
| Wanda Aponte | Principal |
| Sandra Vickery | Education Support Employee |
| David Fitzsimmons | Parent |
| Sabrina Hughes | Teacher |
| Rebecca Pierce | Parent |
| Yahaira Garcia | Teacher |
| Edith Anderson | Education Support Employee |
| Pat Swigart | Education Support Employee |
| Shannon Young | Principal |
| Tramekia Ross | Parent |
| Rachel Tederous | Parent |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC reviews relevant data at the quarterly meetings to identify problem areas, develop improvement strategies, and monitor the implementation. The School Improvement Plan shall include performance indicators which are measurable. The SAC Committee met in May of 2015 and decided to wait until all testing data became available to provide input for this plan. The first meeting is scheduled for September 2016.

b. Development of this school improvement plan

SAC will provide input for this plan at our first quarterly meeting based on previous year data. The SAC will review and identify problem areas, develop improvement strategies, and monitor the implementation. The School Improvement Plan shall include performance indicators which are measurable.

c. Preparation of the school's annual budget and plan

Budget was presented May of 2015 and will be reviewed at the first quarterly meeting in September 2016

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

N/A- Did not receive funds last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-----------------|---------------------|
| APONTE, WANDA | Principal |
| Brown, Shannon | Assistant Principal |
| Chumney, Hughie | Instructional Coach |
| Pierce, Rebecca | Instructional Coach |
| Turner, Alissa | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Administration- Facilitate the process of building consensus, increasing infrastructure, and making decisions about curriculum implementation.

Coaches and Other Instructional Personnel- Help teachers implement best practice strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, and evaluating implementation for effectiveness.

LLT meets once per week to dis-aggregate data, analyze data for students, and problem solve if there are any areas of instructional weaknesses.

The primary function of the LLT is to provide resources and assistance in all areas of ELA, Mathematics and Science. Another goal of the SLT is to assist teachers in strengthening their core instruction and increase teachers knowledge in the content area, assist teachers with the acquisition and implementation of scaffolding and differentiation strategies and show teachers how to implement centers with fidelity and accountability.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is the participation in Professional Learning Committees. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

TIPS, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. TIPS helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Imairy Perez - Mrs. Pierce- Literacy Coach -Exp in K
Charlotte Ashworth- Ms. Pierce - Literacy Coach Exp in K
Ana Garcia Hernandez- Ms. Garcia- ESOL Teacher, Exp in K
Rafael Estrada - Ms. Gaviria -Instructional Coach Exp in 4th
Linda Buchanan - Ms. Gaviria- Instructional Coach Exp in 4th
Nancy Heitman- Ms. Garcia - ESOL Teacher- Exp in K-2

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school provides weekly collaborative planning opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum maps that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

The use of standards based supplemental curriculum and software provide learning opportunities for our ELL, ESE and Tier 3 students.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school can describe the MTSSI process, the use of tutorials, the use of intensive reading, or the use of small group instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 120 minute reading block
- Creating a schedule with an additional 30 to 60 minute enrichment/remediation
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 27,000

Through a 21st Century Community Schools grant we have a program called After School Adventures that provides 2.5 hours of homework assistance and personal enrichment activities, such as Art, Computers, Music and PE.

Strategy Rationale

The rationale for this strategy is that when instruction is provided by certified teachers, there is a small but significant positive effect on literacy and math achievement. Hands-on activities that students enjoy benefit students at risk of attendance and academic failure.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

APONTE, WANDA, wanda.aponte@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Comparison of previous year data with current data.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Loughman Oaks is a Title 1 school with 100% of the students are on free and reduced lunch. We have 11 buses that transport the students on a daily basis, due to lack of public transportation in the area. Last year our school grade dropped from a C to a D. Our proficiency in ELA went down by -3% and 4% in Math. This was the first downward trend in 3 years

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Loughman Oaks Elementary is a TITLE 1 school in the North East area of Polk County. Due to our geographical location adjacent to Osceola, Orange and Lake Counties our student mobility rate is about 60%. Due to the traveling distance encountered by some of our students, if they miss the bus (sometimes the only mode of transportation) they miss school and this creates an attendance issue.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student in 3,4,and 5th grades will increase proficiency rates from 37% to 42% in ELA , from 45%to 50% in Math and from to 37 to 45% in Science . Also 50% of students in the lowest 25% will make LG of 50%

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Student in 3,4,and 5th grades will increase proficiency rates from 37% to 42% in ELA , from 45%to 50% in Math and from to 37 to 45% in Science . Also 50% of students in the lowest 25% will make LG of 50%

1a

G086959

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Gains | 50.0 |
| ELA/Reading Lowest 25% Gains | 50.0 |

Targeted Barriers to Achieving the Goal 3

- Poverty, lack of transportation, lack of parent engagement/involvement that leads to attendance issues.
- Instructional practice not targeting the students with the greatest needs for interventions.
- Lack of Data chats and analysis with students and parents

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Committee
- Title1 funds for parent activities
- Title 1 funds for PD
- Monthly meetings with with teachers, students and parents

Plan to Monitor Progress Toward G1. 8

Attendance data, sign in sheets

Person Responsible

WANDA APONTE

Schedule

Monthly, from 10/1/2016 to 6/1/2017

Evidence of Completion

Monthly Data chats

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Student in 3,4,and 5th grades will increase proficiency rates from 37% to 42% in ELA , from 45%to 50% in Math and from to 37 to 45% in Science . Also 50% of students in the lowest 25% will make LG of 50% **1**

 G086959

G1.B1 Poverty, lack of transportation, lack of parent engagement/involvement that leads to attendance issues. **2**

 B231154

G1.B1.S1 Parent involvement activities, workshops to address the attendance and school performance relationship **4**

 S243875

Strategy Rationale

Educate parents on how student attendance affects reading proficiency.

Action Step 1 **5**

Quarterly workshops for parents to engage and instruct parents on the relationship between attendance and reading proficiency

Person Responsible

WANDA APONTE

Schedule

Monthly, from 9/20/2016 to 6/1/2017

Evidence of Completion

Attendance tracking and monthly attendance report meetings

Action Step 2 **5**

Weekly schedule for making up work.

Person Responsible

WANDA APONTE

Schedule

Biweekly, from 9/20/2016 to 6/2/2017

Evidence of Completion

Monthly work recovery

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Sign in sheets, surveys,

Person Responsible

WANDA APONTE

Schedule

Quarterly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Improved attendance and grades

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monthly meetings

Person Responsible

WANDA APONTE


Schedule

Monthly, from 10/1/2016 to 6/1/2017

Evidence of Completion

Data Analysis, graphs

G1.B2 Instructional practice not targeting the students with the greatest needs for interventions. 2

 B231155

G1.B2.S1 Teacher focus needs to narrow in the instructional material and implement high yield instructional strategies to improve LG 4

 S243876

Strategy Rationale

By focusing on teaching the standards that will be assessed while providing intense remediation, students will build stronger foundational skills while learning the FSS.

Action Step 1 5

Lesson Planning- Collaborative and individual

Person Responsible

Rebecca Pierce

Schedule

Weekly, from 9/6/2016 to 9/6/2017

Evidence of Completion

Lesson Plan review, and weekly task sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Weekly lesson plan check and meeting with teachers during planning

Person Responsible

Shannon Brown

Schedule

Weekly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Lesson plans- task list and sign in sheet.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student gains in weekly tests

Person Responsible


Shannon Brown

Schedule

Monthly, from 9/1/2016 to 6/1/2017

Evidence of Completion

G1.B3 Lack of Data chats and analysis with students and parents 2

 B231156

G1.B3.S1 Student and parent lack of understanding how students are improving or not when it comes to Learning Gains 4

 S243877

Strategy Rationale

If we can train students and parents on how to understand their data and the goals set, they will be more proactive on working towards that goal

Action Step 1 5

Monthly Data Chats/ RTI/MTSS

Person Responsible

Rachael Tederous

Schedule

Monthly, from 10/3/2016 to 6/1/2020

Evidence of Completion

Sign in , meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Analyze data and have conversations with students

Person Responsible

Rebecca Pierce

Schedule

On 10/3/2016

Evidence of Completion

Anecdotal Data.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Go to classrooms and have random data chats with students, call parents and discuss student progress.

Person Responsible

WANDA APONTE

Schedule

Every 6 Weeks, from 10/3/2016 to 10/3/2016

Evidence of Completion

Data Collection

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|------------------------------------------------------------------------------------------------|-------------------|-------------------------------|------------------------------------------------------------|-------------------------|
| 2017 | | | | | |
| G1.B3.S1.MA1 M327296 | Go to classrooms and have random data chats with students, call parents and discuss student... | APONTE, WANDA | 10/3/2016 | Data Collection | 10/3/2016 every-6-weeks |
| G1.B3.S1.MA1 M327297 | Analyze data and have conversations with students | Pierce, Rebecca | 10/3/2016 | Anecdotal Data. | 10/3/2016 one-time |
| G1.MA1 M327298 | Attendance data, sign in sheets | APONTE, WANDA | 10/1/2016 | Monthly Data chats | 6/1/2017 monthly |
| G1.B1.S1.MA1 M327292 | Monthly meetings | APONTE, WANDA | 10/1/2016 | Data Analysis, graphs | 6/1/2017 monthly |
| G1.B1.S1.MA1 M327293 | Sign in sheets, surveys, | APONTE, WANDA | 9/1/2016 | Improved attendance and grades | 6/1/2017 quarterly |
| G1.B1.S1.A1 A315589 | Quarterly workshops for parents to engage and instruct parents on the relationship between... | APONTE, WANDA | 9/20/2016 | Attendance tracking and monthly attendance report meetings | 6/1/2017 monthly |
| G1.B2.S1.MA1 M327294 | Student gains in weekly tests | Brown, Shannon | 9/1/2016 | | 6/1/2017 monthly |
| G1.B1.S1.A2 A315590 | Weekly schedule for making up work. | APONTE, WANDA | 9/20/2016 | Monthly work recovery | 6/2/2017 biweekly |
| G1.B2.S1.MA1 M327295 | Weekly lesson plan check and meeting with teachers during planning | Brown, Shannon | 9/1/2016 | Lesson plans- task list and sign in sheet. | 6/5/2017 weekly |
| G1.B2.S1.A1 A315591 | Lesson Planning- Collaborative and individual | Pierce, Rebecca | 9/6/2016 | Lesson Plan review, and weekly task sheets | 9/6/2017 weekly |
| G1.B3.S1.A1 A315592 | Monthly Data Chats/ RTI/MTSS | Tederous, Rachael | 10/3/2016 | Sign in , meeting minutes | 6/1/2020 monthly |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

| | | | | | | |
|----------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------|---------------|--------------------|
| 1 | G1.B1.S1.A1 | Quarterly workshops for parents to engage and instruct parents on the relationship between attendance and reading proficiency | | | | \$500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6150 | 570-Food | 1941 - Loughman Oaks Elementary Schl | Title I, Part A | | \$500.00 |
| | | | <i>Notes: Food for parents, Facilitators</i> | | | |
| 2 | G1.B1.S1.A2 | Weekly schedule for making up work. | | | | \$1,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6150 | 100-Salaries | 1941 - Loughman Oaks Elementary Schl | | | \$1,500.00 |
| | | | <i>Notes: Personnel</i> | | | |
| 3 | G1.B2.S1.A1 | Lesson Planning- Collaborative and individual | | | | \$20,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6300 | 120-Classroom Teachers | 1941 - Loughman Oaks Elementary Schl | Title I, Part A | | \$5,000.00 |
| | 6400 | 131300-CONSULTING SERVICES - GENERAL | 1941 - Loughman Oaks Elementary Schl | Title I, Part A | | \$15,000.00 |
| | | | <i>Notes: Sending teachers to Ron Clark Academy and other PD</i> | | | |
| 4 | G1.B3.S1.A1 | Monthly Data Chats/ RTI/MTSS | | | | \$3,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 3374 | 150-Aides | 1941 - Loughman Oaks Elementary Schl | Title III | | \$3,000.00 |
| | | | <i>Notes: Work with ESOL Parents to close instructional gap by having data chats with</i> | | | |
| | | | | | Total: | \$25,000.00 |