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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	C*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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.

The mission of Loughman Oaks Elementary is to prepare our students to become college and career ready through a high quality education that focuses on the whole child.

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.

School Leadership Team

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
Hunter, Arnetta	Dean
Brown, Shannon	Assistant Principal
McDougall, Peter	Assistant Principal
Mundo, Doris	Teacher, ESE
Garcia Rivera, Yahaira	Other

Duties

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. Monitor the implementation and outcomes based on data.

Coaches and Other Instructional Personnel- Help teachers implement best practices, high yield instructional 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.

Early Warning Systems

Year 2017-18

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	53	28	44	35	41	36	0	0	0	0	0	0	0	237
One or more suspensions	5	3	8	10	17	11	0	0	0	0	0	0	0	54
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	56	76	67	0	0	0	0	0	0	0	199

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	2	1	2	28	30	28	0	0	0	0	0	0	0	91

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	1	0	0	22	0	0	0	0	0	0	0	0	0	23
Retained Students: Previous Year(s)	2	1	0	26	0	0	0	0	0	0	0	0	0	29

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	45	55	44	51	53	44	0	0	0	0	0	0	0	292
One or more suspensions	10	1	2	9	5	10	0	0	0	0	0	0	0	37
Course failure in ELA or Math	4	3	7	17	0	4	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	77	57	89	0	0	0	0	0	0	0	223

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	10	4	7	26	5	22	0	0	0	0	0	0	0	74

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	45	55	44	51	53	44	0	0	0	0	0	0	0	292
One or more suspensions	10	1	2	9	5	10	0	0	0	0	0	0	0	37
Course failure in ELA or Math	4	3	7	17	0	4	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	77	57	89	0	0	0	0	0	0	0	223

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	10	4	7	26	5	22	0	0	0	0	0	0	0	74

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our math data component performed the lowest on state assessments. The 10% drop was not a trend district wide or in the northeast area.

Which data component showed the greatest decline from prior year?

Our math data component showed the greatest decline from 16-17 by 10%. LG and lowest 25% also showed a decline when compared to previous years data.

Which data component had the biggest gap when compared to the state average?

Our overall largest gap compared to the state average was math. We had a gap of 10% compared to the county average and a 6% gap compared to the state average.

Which data component showed the most improvement? Is this a trend?

Our Reading data component showed the most improvement over prior year's data. Our trend shows a slight increase overall.

Describe the actions or changes that led to the improvement in this area.

LOE implemented POWER HOUR daily as well as district coaching support during collaborative ELA planning. Monitoring of data from STAR Reading and iStation allowed teachers to create fluid small groups so that appropriate interventions and enrichments were prescribed based on student needs.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	40%	50%	56%	37%	48%	52%
ELA Learning Gains	51%	51%	55%	43%	49%	52%
ELA Lowest 25th Percentile	44%	45%	48%	33%	42%	46%
Math Achievement	42%	58%	62%	45%	54%	58%
Math Learning Gains	38%	56%	59%	44%	52%	58%
Math Lowest 25th Percentile	34%	44%	47%	32%	41%	46%
Science Achievement	46%	53%	55%	37%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	53 (45)	28 (55)	44 (44)	35 (51)	41 (53)	36 (44)	237 (292)
One or more suspensions	5 (10)	3 (1)	8 (2)	10 (9)	17 (5)	11 (10)	54 (37)
Course failure in ELA or Math	0 (4)	0 (3)	0 (7)	0 (17)	0 (0)	0 (4)	0 (35)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	56 (77)	76 (57)	67 (89)	199 (223)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	51%	-12%	57%	-18%
	2017	38%	53%	-15%	58%	-20%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	39%	48%	-9%	56%	-17%
	2017	33%	51%	-18%	56%	-23%
Same Grade Comparison		6%				
Cohort Comparison		1%				
05	2018	35%	50%	-15%	55%	-20%
	2017	33%	44%	-11%	53%	-20%
Same Grade Comparison		2%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	44%	56%	-12%	62%	-18%
	2017	49%	58%	-9%	62%	-13%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	40%	57%	-17%	62%	-22%
	2017	49%	60%	-11%	64%	-15%
Same Grade Comparison		-9%				
Cohort Comparison		-9%				
05	2018	29%	56%	-27%	61%	-32%
	2017	44%	47%	-3%	57%	-13%
Same Grade Comparison		-15%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	38%	51%	-13%	55%	-17%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	38	31	22	23	15	50				
ELL	25	46	50	34	37	50	42				
BLK	46	59		31	23		38				
HSP	35	52	51	40	40	45	49				
MUL	55	50		73	40						
WHT	48	46	23	48	41	23	45				
FRL	36	47	41	38	37	33	44				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	32	38	15	56	59	6				
ELL	25	48	50	45	61	57	24				
BLK	25	35		41	58		41				
HSP	32	45	50	49	65	63	27				
MUL	60			67							
WHT	42	48	50	48	55	50	54				
FRL	34	44	45	44	59	60	30				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Math

Rationale There was a significant achievement gap between LOE and the state on the statewide FSA Mathematics test.

Intended Outcome Our desired outcome is to close the achievement gap between the school and county/state averages.

Point Person Margarita Gaviria (margarita.gaviria@polk-fl.net)

Action Step

Description Through collaborative planning, focused walk-through, review of data and production/ implementation of formative assessments teachers will be monitored and provided with feedback to ensure the area of focus is working towards the desired outcome. Title I will pay for Coaches and materials.

Person Responsible Margarita Gaviria (margarita.gaviria@polk-fl.net)

Plan to Monitor Effectiveness

Description During bi-weekly planning sessions, the math coach will assist teachers with coming to a deeper understanding of the standard so that the depth of the standard is understood. Teachers will work collaboratively to create rigorous formative assessments that will enable them to make instructional decisions based on the needs/understanding of their students. Instructional practices will be monitored during frequent walk-throughs and focused evaluations, feedback will be given based on data collected.

Person Responsible Margarita Gaviria (margarita.gaviria@polk-fl.net)

Activity #2

Title ELA

Rationale Focus on small group planning , creating formative assessments, implementing high yield strategies(such as scaffolding and differentiation) and curriculum alignment in order to increase achivement, learning gains and close the achievement gap.

Intended Outcome Improve proficiency and learning gains.

Point Person Shannon Brown (shannon.brown@polk-fl.net)

Action Step

Description During weekly planning sessions, the literacy coach will assist teachers with coming to a deeper understanding of the standard so that the depth of the standard is understood. Teachers will work collaboratively to create rigorous formative assessments that will enable them to make instructional decisions based on the needs/understanding of their student. Title I will pay for coaches and supplemental materials. We will also provide field trips to align content area standards such as ELA/Sc or ELA/SS or Ms/Sc. (i.e. Orlando Science Ctr, Circle B Ranch, Legoland, Cemex)

Person Responsible Rebecca Pierce (rebecca.pierce@polk-fl.net)

Plan to Monitor Effectiveness

Description Through collaborative planning, focused walk-through, review of data and production/ implementation of formative assessments teachers will be monitored and provided with feedback to ensure the area of focus is working towards the desired outcome. Instructional practices will be monitored during frequent walk-throughs and focused evaluations, feedback will be given based on data collected and observations.

Person Responsible Rebecca Pierce (rebecca.pierce@polk-fl.net)

Activity #3

Title Curriculum Planning

Rationale In order for curriculum development to be effective and schools to be successful, teachers must be involved in the development process. An effective curriculum should reflect the goals, objectives, learning experiences, instructional resources, and assessments that comprise the Florida State Standards.

Intended Outcome To affect the professional development and the implementation of curriculum change, and help teachers develop competencies and practice and develop ownership of the change. This in turn will positively affect student outcome.

Point Person Shannon Brown (shannon.brown@polk-fl.net)

Action Step

Description Vertical planning will occur every 9 weeks to align standards and tasks. Materials and technology will be purchased to facilitate large group planning. Title I will pay for materials and substitute staff for this area.

Person Responsible Rebecca Pierce (rebecca.pierce@polk-fl.net)

Plan to Monitor Effectiveness

Description Through collaborative planning, focused walk-through, review of data and production/ implementation of formative assessments teachers will be monitored and provided with feedback to ensure the area of focus is working towards the desired outcome.

Person Responsible Rebecca Pierce (rebecca.pierce@polk-fl.net)

Activity #4

Title	Parent and Family Engagement
Rationale	Improving parental involvement with public schools can improve schools. Parental involvement is highly important for pushing the public school systems to higher standards. Also, research reports that engaging parents in an active role in the school curriculum can open alternative opportunities for children to succeed in academic
Intended Outcome	To improve student achievement and attendance.
Point Person	WANDA APONTE (wanda.aponte@polk-fl.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Provide Agendas for communication between school and parents paid with Title 1 funds 2. Have at least 4 Family engagement activities to share with parents content area information and strategies. paid by Title I funds. 3. Title I will pay for a Parent Involvement para to serve as liason between parent and school to improve attendance.
Person Responsible	WANDA APONTE (wanda.aponte@polk-fl.net)

Plan to Monitor Effectiveness

Description	Surveys, Sign in sheets, Feedback requests and observations.
Person Responsible	[no one identified]

Activity #5

Title	Professional Development
Rationale	
Intended Outcome	Increase and strengthen teacher knowledgenot and ensure the best learning outcomes for their students. Also to be more effective and satisfied in various other aspects of their work.
Point Person	Peter McDougall (peter.mcdougall@polk-fl.net)

Action Step

Description	PLCs on Differentiation, Creating formative Aesessments, Kagan, LSI.
Person Responsible	Peter McDougall (peter.mcdougall@polk-fl.net)

Plan to Monitor Effectiveness

Description	Through collaborative planning, focused walk-through, review of data and production/ implementation of formative assessments teachers will be monitored and provided with feedback to ensure the area of focus is working towards the desired outcome..
Person Responsible	Peter McDougall (peter.mcdougall@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

LOE focuses on building a positive relationship between home and school inviting the community to be active participants along side our staff while educating students. We have a strong partnership with Walmart.com that supplies many school related as well as home supplies for our families. We have a backpack program that supplies food for our neediest of students over the weekends. We offer several academic infused family nights allowing families to discover the fun of learning while spending quality time together. Our front office is welcoming and assists all stakeholders that enter our doors. Teachers use various forms of communication, especially technology, to communicate on a daily basis so that our families can stay connected. Report card conferences are another way for teachers and families to discuss their child's progress and areas of concern. We have implemented a social skills small group learning time with our at risk students across all grade levels.

PFEP Link

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

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

Loughman Oaks Elementary has a Dean, 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.

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.

LOE will also provide tutoring for students on a 9 week rotation based on collected data.

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 district allocates the per pupil funding based on FTE. 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. Additional tutoring support is offered pending Title I and Title II funds availability.

Title I, Part A Title I, Part A, funds school-wide services to Loughman Oaks. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title II Professional development resources are available to all schools through Title II funds.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title IX- Homeless The Hearth program, funded through Title IX, provides support for identified homeless students.

Head Start Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Supplemental Academic Instruction (SAI) unit(s)- Additional tutoring for Level 1 and 2 students 2-5th grades.

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

We implemented a Career Fair over two days that exhibited a large variety of professions that require college, vocation, and/or life skills in order to be successful. Our students were given an opportunity to hear directly from the professional regarding the requirements and fulfillment of the job with a question and answer portion over the two day period. We encouraged our 5th grade students to attend the WE Expo in November 2017 to expose them to different academies and certifications that can be achieved in High School.

Part V: Budget

Total:	\$0.00
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