

Polk County Public Schools

Loughman Oaks Elementary School



2019-20 Schoolwide Improvement Plan

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Loughman Oaks Elementary School

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

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

Demographics

Principal: Sara Stoquert

Start Date for this Principal: 7/1/2012

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2018-19 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (43%) 2017-18: C (42%) 2016-17: C (48%) 2015-16: D (39%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>96%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>72%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Job Duties and Responsibilities
APONTE, WANDA	Principal	<p>Principal Wanda Aponte ensures that educational strategies are in place that support effective learning for all students. Serving as a facilitator, guide and supporter of quality instructional practices and knowing that quality instruction is essential for improving student achievement.</p> <p>Administration- Facilitate the process of building consensus, increasing infrastructure, and making decisions about curriculum implementation. Monitor the implementation and outcomes based on data.</p> <p>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.</p> <p>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</p>
Pierce, Rebecca	Instructional Coach	<ul style="list-style-type: none"> - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement.
Tederous, Rachael	School Counselor	<p>Mrs. Tederous supports the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders.</p>

Name	Title	Job Duties and Responsibilities
		<p>Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.</p>
<p>Gaviria, Margarita</p>	<p>Instructional Coach</p>	<ul style="list-style-type: none"> - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement.
<p>Hunter, Arnetta</p>	<p>Dean</p>	<p>Our Dean responsible for the academic progress of students. Promotes good attendance rates and ensures school safety and the prevention of campus violence. Serves as liaison between school and parents to assure students are being supported in the areas of discipline and bullying prevention. Chair of our PBIS team and facilitates/mediates all meetings that cannot be resolved between teachers, students and parents.</p>
<p>Brown, Shannon</p>	<p>Assistant Principal</p>	<p>Assist with oversight and responsibility for school's instructional program, to include career education, and its results.</p> <p>Assist with oversight and responsibility for safety and discipline of school's students.</p> <p>Assist with oversight and responsibility for school's administration and operation.</p> <p>Assist with oversight and responsibility for school's property and physical plant.</p> <p>Serve on the leadership team providing oversight for the school's human resource selection, management and development.</p> <p>Assist with provision of leadership in the development or revision and implementation of the School Improvement Plan.</p>

Name	Title	Job Duties and Responsibilities
		<p>Focus on evidence-based classroom instruction through walk-through and informal observation processes.</p> <p>Secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.</p> <p>Provide structure for and monitor the school learning environment that improves learning for the school's diverse student population.</p>
<p>McDougall, Peter</p>	<p>Assistant Principal</p>	<p>Assist with oversight and responsibility for school's instructional program, to include career education, and its results.</p> <p>Assist with oversight and responsibility for safety and discipline of school's students.</p> <p>Assist with oversight and responsibility for school's administration and operation.</p> <p>Assist with oversight and responsibility for school's property and physical plant.</p> <p>Serve on the leadership team providing oversight for the school's human resource selection, management and development.</p> <p>Assist with provision of leadership in the development or revision and implementation of the School Improvement Plan.</p> <p>Focus on evidence-based classroom instruction through walk-through and informal observation processes.</p> <p>Secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.</p> <p>Provide structure for and monitor the school learning environment that improves learning for the school's diverse student population.</p>
<p>Mundo, Doris</p>	<p>Teacher, ESE</p>	<p>Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level.</p> <p>Serves as a member of individual educational plan (IEP) meetings as the LEA representative.</p> <p>Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance.</p> <p>Arranges for classroom and testing accommodations for students with disabilities.</p> <p>Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students.</p> <p>Models small group instruction to ESE students in general classes, as well as in a pullout setting.</p>

Name	Title	Job Duties and Responsibilities
		Serves as a resource to school personnel regarding ESE rules and regulations.
Garcia Rivera, Yahaira	Other	Provides native language instructional assistance in basic subject areas to students. Functions as a liaison between the school, students and parents. Assists in communication between school personnel and parents. Provides instructional support for vocabulary learning and regular lesson reinforcement . Assists in gathering student materials for required screenings and assessments.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	155	159	144	171	153	170	0	0	0	0	0	0	0	952
Attendance below 90 percent	25	16	15	21	19	13	0	0	0	0	0	0	0	109
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	4	7	5	2	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	18	30	58	0	0	0	0	0	0	0	106

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	1	1	4	8	7	0	0	0	0	0	0	0	21

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	5	4	2	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

59

Date this data was collected or last updated

Wednesday 6/5/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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 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	2	1	2	28	30	28	0	0	0	0	0	0	0	91

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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 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	2	1	2	28	30	28	0	0	0	0	0	0	0	91

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	51%	57%	36%	51%	55%
ELA Learning Gains	41%	51%	58%	45%	53%	57%
ELA Lowest 25th Percentile	40%	49%	53%	46%	50%	52%
Math Achievement	51%	57%	63%	49%	58%	61%
Math Learning Gains	52%	56%	62%	61%	57%	61%
Math Lowest 25th Percentile	39%	47%	51%	58%	49%	51%
Science Achievement	34%	47%	53%	38%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	155 (0)	159 (0)	144 (0)	171 (0)	153 (0)	170 (0)	952 (0)
Attendance below 90 percent	25 (53)	16 (28)	15 (44)	21 (35)	19 (41)	13 (36)	109 (237)
One or more suspensions	0 (5)	0 (3)	0 (8)	0 (10)	0 (17)	0 (11)	0 (54)
Course failure in ELA or Math	0 (0)	3 (0)	4 (0)	7 (0)	5 (0)	2 (0)	21 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (56)	30 (76)	58 (67)	106 (199)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	52%	0%	58%	-6%
	2018	39%	51%	-12%	57%	-18%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	35%	48%	-13%	58%	-23%
	2018	39%	48%	-9%	56%	-17%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				
05	2019	37%	47%	-10%	56%	-19%
	2018	35%	50%	-15%	55%	-20%
Same Grade Comparison		2%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%	56%	5%	62%	-1%
	2018	44%	56%	-12%	62%	-18%
Same Grade Comparison		17%				
Cohort Comparison						
04	2019	51%	56%	-5%	64%	-13%
	2018	40%	57%	-17%	62%	-22%
Same Grade Comparison		11%				
Cohort Comparison		7%				
05	2019	38%	51%	-13%	60%	-22%
	2018	29%	56%	-27%	61%	-32%
Same Grade Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	45%	-15%	53%	-23%
	2018	38%	51%	-13%	55%	-17%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	29	27	24	25	30	23				
ELL	34	41	36	43	49	41	19				
BLK	45	50		47	53		24				
HSP	43	42	42	46	50	40	35				
MUL	60			60							
WHT	49	36	31	66	57	46	37				
FRL	42	42	39	45	46	28	30				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Science data showed the lowest performance from 46% to 34% for a 12% drop. District wide there was a drop in Science scores for 5th grade of 5%.

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

Our Science data showed the lowest performance from 46% to 34% for a 12% drop. When analyzing the test item specs the rigor of the test increased to level 3 and 4 DOK from the original DOKs of 1 and 2. This means that the standards were being taught at a surface level instead of the depth of the

standards which are application and analysis. The lack of opportunities for hands on lab experiences also attributed to the decline in our Science scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science- Had the greatest gap of 24% LOE 34% versus State 58%. Our Science data showed the lowest performance from 46% to 34% for a 12% drop. When analyzing the test item specs the rigor of the test increased to level 3 and 4 DOK from the original DOKs of 1 and 2. This means that the standards were being taught at a surface level instead of the depth of the standards which are application and analysis. The lack of opportunities for hands on lab experiences also attributed to the decline in our Science scores.

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

Our Math proficiency scores and learning gains improved to 51% from 42% in proficiency and 52% from 38% in learning gains.

Building a schedule with adequate time for Math instruction, making sure small group and remediation time was built in the schedule. Collaborative planning with focus on 5E lessons and opportunities for use of manipulatives and exploration also assisted in the attainment of better proficiency.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. The main area of concern is Attendance, Our student population besides being transient has an attendance problem. We had 27% of students k-5 that were out for more than 15 days in the school year.

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

1. Attendance- Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. ... Research shows that attendance is an important factor in student achievement. Poor attendance has serious implications for later outcomes as well.
2. Science proficiency- instructional strategies in reading and writing can make the learning process an exciting time of discovery, empowering students to be scientifically literate citizens.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	Loughman Oaks Elementary is making a special effort to ensure that all students fully benefit from their attending school regularly. Attending school regularly helps children feel better about school and themselves. Your student can start building this habit in pre-school so they learn right away that going to school on time, every day is important. Consistent attendance will help children do well in high school, college, and at work.

State the measurable outcome the school plans to achieve	Chronic attendance At Loughman Oaks Elementary will be reduce by 15% in grades K-5 by the end of school year 2019-2020.
Person responsible for monitoring outcome	WANDA APONTE (wanda.aponte@polk-fl.net)
Evidence-based Strategy	Attendance Works is a national nonprofit initiative that supports improved policy and practices around school attendance. Provides research based strategies to help improve attendance. Strive for 5 Strive for Less Than 5 initiative—through which schools and community partners are reaching out to help students and their parents understand the importance of showing up each and every day.
Rationale for Evidence-based Strategy	27% of our students are missing so many days of school that they are academically at risk. Chronic absence — missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspensions, can translate into third-graders unable to master reading, sixth-graders failing subjects and ninth-graders dropping out of high school.

Action Step

Description	<ol style="list-style-type: none"> 1. Parent Engagement Food/Parent Nights- Contact previous school year chronic attendance student parents. Advise them of the assistance we can provide as a school. 2.Parent Involvement Printing/Ink/Postage - Mail out "Nudge" postcard when student is out more than 3 days in a 3 week period. Send letter with the research and outcomes of chronic attendance. 3. Parent Involvement Paraprofessional- Track attendance, home visit to students that have been out more than 5 days since the beginning of the school year. Informal meeting with students to discuss attendance 5. Agendas- Parent Involvement- Communication via agenda for parent, teachers and school.
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Person Responsible Arnetta Hunter (arnetta.davis@polk-fl.net)

#2	
Title	Science Proficiency
Rationale	Our Science data showed the lowest performance from 46% to 34% for a 12% drop. When analyzing the test item specs the rigor of the test increased to level 3 and 4 DOK from the original DOKs of 1 and 2. This means that the standards were being taught at a surface level instead of the depth of the standards which are application and analysis. The lack of opportunities for hands on lab experiences also attributed to the decline in our Science scores.

State the measurable outcome the school plans to achieve	5th grade students will increase proficiency of SSS FCAT standards by 15% by the end of school year 2019-2020.
Person responsible for monitoring outcome	Peter McDougall (peter.mcdougall@polk-fl.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Collaborative/Curriculum planning of 5 E lessons- Strengthening of background of content area 2. Technology- iPads, Nearpod interactive lessons. 3. Hands on lab sessions- support constructive learning and foster scientific thinking in students.
Rationale for Evidence-based Strategy	When technology is integrated into lessons, students are expected to be more interested in the subjects they are studying. Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways. Science experiments play a very crucial role in the on going intellectual development of children. By investing in safe and high quality science lab equipment, schools can provide the most effective tools to their students for supporting constructive learning and fostering scientific thinking in students.

Action Step	
Description	<ol style="list-style-type: none"> 1. Science Instructional Coach- Curriculum Collaborative Planning and creating formative/ summative assessments - bi weekly, Progress Monitoring- weekly. Data chats with teachers and students- Monthly. Modeling instruction for teachers and small group intervention. 2. Nearpod- Online Subscription for technology infused science lessons 3. Field Trips and Field trip Transportation- Legoland, Circle B, Fire Department, Hands on and interactive field trips to support Science standards in the classroom. 4. LSI/Kagan Professional Development - For teachers and school to be as effective as possible, and to continually expand and improve their knowledge and skills to implement the best educational practices. 5. Classroom supplies- For students to be able to experiment, create and have hands on experiences to support Science Standards in the classroom.

Person Responsible Peter McDougall (peter.mcdougall@polk-fl.net)

#3	
Title	ELA/MATH PROFICIENCY AND LEARNING GAINS ELA/Math Coaches and Other Instructional Personnel Para Professionals- 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.
Rationale	Coaches meets twice a week during planning with all teachers to disaggregate data, analyze data for students, and problem solve if there are any areas of instructional weaknesses. The primary function of the coaches 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

State the measurable outcome the school plans to achieve	Increase Proficiency in ELA and Math by 5% in grades 3-5 Increase LG and Bottom 25% by 5% in grades 3-5
Person responsible for monitoring outcome	WANDA APONTE (wanda.aponte@polk-fl.net)
Evidence-based Strategy	1. Collaborative/Curriculum planning of ELA and MATH lessons with Instructional Coach- Strengthening of background of content area 2. Technology- iPads, Nearpod, Reflex, Smarty Ants. 3. Hands on lab sessions- support constructive learning and foster scientific thinking in students.
Rationale for Evidence-based Strategy	The role of the coach is to build teacher capacity and their understanding of instructional practices as related to standards based and data driven instruction. With the addition of paraprofessionals for support we can supplement regular classroom curriculum with additional enrichment activities for students and focus on small group remediation.

Action Step	
Description	1. Instructional Coaches - Curriculum Collaborative Planning and creating formative/ summative assessments - bi weekly, Progress Monitoring- weekly. Data chats with teachers and students- Monthly. Modeling instruction for teachers. 2. Nearpod, Reflex, Smarty Ants- Online Subscriptions for technology infused lessons and supplemental instruction. iPads for the implementation of technology. 3. Field Trips and Field trip Transportation- Legoland, Circle B, Fire Department, Hands on and interactive field trips to support standards based instruction in the classroom. 4. LSI/Kagan Professional Development - For teachers and school to be as effective as possible, and to continually expand and improve their knowledge and skills to implement the best educational practices.

5. Instructional ParaProfessionals- Will work directly with students to support teachers in remediation and Power Hour. These are assigned by grade levels and will be directed by Coaches.

6. Media Para - Will work with students in the media center and provide small group in struction during power hour.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Media Para

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 Schoolwide Improvement Plan 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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

The schools MTSS team meets on a monthly basis to analyze school wide behavior. Tier 1 is our Harmony/CHAMPS/PBIS programs. Our T2 students will have the opportunity of participating in our check in /check out mentoring programs, Drumbeat or Skill Streaming in small groups. Tier 3 students or severe cases may be handled with a contracted mental health counselor or identification of a emotional behavior disability that can be addressed through an IEP. al

- Champs
- * Harmony
- PBIS
- Skill Streaming
- Mentoring Programs- Check In/Check Out
- * Drumbeat

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

We conduct Kindergarten Round Up every April , to have parents come and register early. During that activity we provide them with a goody bag of fun academic activities for K readiness. We also have our Feeder middle schools for 6th grade come in and have a meet and greet with our current 5th graders to establish a connection and interest during the second semester.

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 grade

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

We implement a yearly 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

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

1	III.A.	Areas of Focus: Attendance	\$0.00
2	III.A.	Areas of Focus: Science Proficiency	\$0.00
3	III.A.	Areas of Focus: ELA/MATH PROFICIENCY AND LEARNING GAINS	\$0.00
Total:			\$0.00