

Polk County Public Schools

Loughman Oaks Elementary School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2019-20 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%)
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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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SIP Authority

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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, position title, and job duties/responsibilities 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>
Gaviria, Margarita	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.
Hunter, Arnetta	Dean	<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>
McDougall, Peter	Assistant Principal	<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</p>

Name	Title	Job Duties and Responsibilities
		<p>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>
Garcia Rivera, Yahaira	Other	<p>Provides native language instructional assistance in basic subject areas to students.</p> <p>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.</p>
Gekakis, Lauren	Instructional Coach	
Krueger, Nicole	Teacher, ESE	<p>Implements a program of study designed to meet individual needs of students with disabilities as outlined in the student's IEP. Provide support for ESE student achievement in the general education classroom through cooperative consultation and support facilitation.</p> <p>Provides small group and supplemental services beneficial to students with disabilities as an extension of regular classroom activities and modification for students on access points attending basic classes.</p> <p>Will assist with progress monitoring, data collection, analysis and necessary changes in the instructional program for students with disabilities based on assessed results Student responsibility will be at a school based level.</p>

Demographic Information

Principal start date

Sunday 7/1/2012, Sara Stoquert

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

56

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2019-20 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%)
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 .	

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	175	158	167	185	164	185	0	0	0	0	0	0	0	1034
Attendance below 90 percent	50	36	26	31	34	35	0	0	0	0	0	0	0	212
One or more suspensions	6	4	4	7	2	7	0	0	0	0	0	0	0	30
Course failure in ELA	2	0	0	4	2	2	0	0	0	0	0	0	0	10
Course failure in Math	0	0	1	1	1	6	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Dec. 2019 STAR Reading Level 1	0	1	14	44	31	40	0	0	0	0	0	0	0	130
Dec. 2019 STAR Math Level 1	0	5	24	29	20	36	0	0	0	0	0	0	0	114

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	26	13	25	14	22	17	0	0	0	0	0	0	0	117

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	1	1	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 6/2/2020

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	
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

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	
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		9%				
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				

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
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%	2
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

According to our 19-20 STAR data, our 5th grade ELA students were our lowest performing group. There were 40 students that were performing at a level 1, with 36% of the students performing proficiently.

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

According to the FSA data, our 5th grade performance on the Science Assessment showed our greatest decline from the prior year. The target-task alignment for the subject was not as strong as it should have been. Science instruction received less time than the other core subjects.

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.

The data indicates that the greatest gap was our 5th grade Science (23) proficiency and 4th grade ELA proficiency (23). According to our STAR data, our 5th grade students had the highest number of level one students.

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

Math STAR data showed the most improvement took place in 4th grade Math proficiency.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. SWD
2. Attendance

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

1. Students in multiple categories in the EWS.
2. Economically Disadvantage
3. ELA Proficiency
4. Math gains in the L25%
5. Science proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science**Area of Focus**

Description and Rationale: After analyzing 2018 and 2019 Science data we observed a 12 % drop in proficiency.

Measurable Outcome: 5th grade students will increase proficiency of Statewide Science Assessment results by 15%, by the end of school year 2020-2021.

Person responsible for monitoring outcome:

Lauren Gekakis (lauren.gekakis@polk-fl.net)

Evidence-based Strategy:

1. Collaborative/Curriculum planning of 5 E lessons- Strengthening of background of content area and ensuring there is proper target-task alignment.

2. Technology- iPads, Nearpod interactive lessons.

3. Hands on lab sessions that 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 ongoing 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 Steps to Implement

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. Virtual Field Trips Hands on and interactive field trips to support Science standards in the classroom.

4. Classroom supplies- For students to be able to experiment, create and have hands on experiences to support Science Standards in the classroom.

5. Bimonthly Curriculum planning and PLCs - utilizing coaches and an online PD program subs will be paid to provide instruction while teachers are at PLCs that focus on ELA/Science differentiation and formative assessments and instruction to SWDs.

6. Media Books- Purchasing of Science Books, reading material to support instruction in class

7. STEM PD offered through ASCD online subscription

Person Responsible Lauren Gekakis (lauren.gekakis@polk-fl.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	SWD at Loughman Oaks have not met ESSA criteria of achievement in 2018 and 2019. Not meeting this subgroup's needs have kept our overall proficiency low.
Measurable Outcome:	Increase the number of Student with Disabilities (SWD) performing at level 3 achievement level or higher on FSA ELA in 4th and 5th grades (from 27% to 37%)
Person responsible for monitoring outcome:	Nicole Krueger (nicole.krueger@polk-fl.net)
Evidence-based Strategy:	PD/Collaborative planning with Coaches/LEA/ESE teachers- 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 for Evidence-based Strategy:	In order to build teacher capacity and their understanding of instructional practices as related to standards based and data driven instruction more collaborative planning with instructional coaches will be provided. With the additional of training ESE paraprofessionals can support regular classroom curriculum with additional enrichment activities for students and focus on small group remediation.

Action Steps to Implement

1. Provide targeted support to SWD students during the ELA centers and Power Hour with Media and PI Para
2. Provide professional development on differentiation strategies using online PD
3. Provide content specific professional development for ESE staff, using online PD
4. Monitor weekly lesson plans for effective instructional strategies and lesson accommodations
5. Identify and develop effective co-teaching teams
6. NearPod, Reflex, Smarty Ants- Online Subscriptions for technology infused lessons and supplemental instruction. I-Pads for the implementation of technology to help bridge the learning gap.

Person Responsible WANDA APONTE (wanda.aponte@polk-fl.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus	ELA Coach 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.
Description and Rationale:	Coaches meet once 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. 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.

Measurable Outcome: Increase proficiency in ELA by 5% in grades 3 - 5.
Increase ELA LG and Bottom 25 % by 7% in grades 3-5.

Person responsible for monitoring outcome: Peter McDougall (peter.mcdougall@polk-fl.net)

Evidence-based Strategy:

1. Collaborative/Curriculum planning of ELA with Instructional Coach- Strengthening of background of content area
2. Technology- I-Pads, NearPod, Smarty Ants.
3. Small group instruction
4. Remediation during Power Hour

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.

Small group instruction gives students more of the teacher's focused attention and a chance to ask specific questions about what they learned

With the addition of a media para for support we can assist regular classroom curriculum with additional enrichment activities for students and focus on small group remediation.

Action Steps to Implement

1. Provide subs for Curriculum Collaborative Planning with coaches and to create formative/summative assessments bi weekly,
2. Coaches will assist with Progress Monitoring- weekly.
3. Coaches will have Data chats with teachers and and Paras with students- Monthly.
4. Coaches will provide Modeling instruction for teachers.
5. NearPod, Reflex, Smarty Ants- Online Subscriptions for technology infused lessons and supplemental instruction. I-Pads for the implementation of technology to help bridge the learning gap.
6. Media and Parent Involvement Para Professionals- Will work directly with students to support teachers in remediation and Power Hour, in the media center and provide small group instruction during power hour.
7. Paras will call, write, send reminders to assist in monitoring attendance to make sure that our lowest performing students are not missing valuable seat time. Postage, printing and supplies to perform these tasks will be provided.
8. Purchase of books to use in a Perfect Attendance book club.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Media Para and Parent Involvement Para will provide additional student support to address areas in the areas of needs. These staff members will assist with monitoring and contacting individuals to address attendance and encourage active parent participation.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. Our partnership with Kiwanis club of Davenport/4Corners and High Vista Group provides funding for 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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00

3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00