

Polk County Public Schools

Loughman Oaks Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 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%)
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	

* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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 provide a high quality education for all learners.

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	Position Title	Job Duties and Responsibilities
APONTE, WANDA	Principal	<p>Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following:</p> <ul style="list-style-type: none"> * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Gekakis, Lauren	Assistant Principal	<p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:</p> <ul style="list-style-type: none"> * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and

Name	Position Title	Job Duties and Responsibilities
		<p>collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;</p> <p>* managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;</p> <p>* recognizing individuals for good work;</p> <p>* maintaining high visibility at school and in the community;</p> <p>* demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;</p> <p>* engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;</p> <p>* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</p>

ELA School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.

Roles and responsibilities include, but are not limited to, the following:

- | | | |
|--------------------|------------------------|---|
| 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. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area |
|--------------------|------------------------|---|

Name	Position Title	Job Duties and Responsibilities
		<p>and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p> <ul style="list-style-type: none"> - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.
Gonzalez, Wendolyn	ELL Compliance Specialist	
		<p>MATH/SC School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p>
Hughes, Sabrina	Instructional Coach	<p>Roles and responsibilities include, but are not limited to, the following:</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. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area

Name	Position Title	Job Duties and Responsibilities
		<p>and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p> <ul style="list-style-type: none"> - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.
Tederous, Rachael	School Counselor	
Hunter, Arnetta	Dean	

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.*

8

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

883

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

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

17

Demographic Data

Early Warning Systems

2021-22

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	97	123	159	157	160	169	0	0	0	0	0	0	0	865
Attendance below 90 percent	0	30	47	27	35	32	0	0	0	0	0	0	0	171
One or more suspensions	0	3	9	8	16	13	0	0	0	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	32	44	23	0	0	0	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	47	50	52	0	0	0	0	0	0	0	149
Number of students with a substantial reading deficiency	0	30	62	60	67	47	0	0	0	0	0	0	0	266

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	14	32	32	37	52	0	0	0	0	0	0	0	167

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	1	0	1	4	9	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - 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	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

2020-21 - 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	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	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
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	1	0	1	4	9	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	51%	57%	40%	50%	56%
ELA Learning Gains				41%	51%	58%	51%	51%	55%
ELA Lowest 25th Percentile				40%	49%	53%	44%	45%	48%
Math Achievement				51%	57%	63%	42%	58%	62%
Math Learning Gains				52%	56%	62%	38%	56%	59%
Math Lowest 25th Percentile				39%	47%	51%	34%	44%	47%
Science Achievement				34%	47%	53%	46%	53%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	52%	0%	58%	-6%
Cohort Comparison						
04	2021					
	2019	35%	48%	-13%	58%	-23%
Cohort Comparison		-52%				
05	2021					
	2019	37%	47%	-10%	56%	-19%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	56%	5%	62%	-1%
Cohort Comparison						
04	2021					
	2019	51%	56%	-5%	64%	-13%
Cohort Comparison		-61%				
05	2021					
	2019	38%	51%	-13%	60%	-22%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	45%	-15%	53%	-23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR, Star Early Lit and District Quarterly Assessments

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	70	57
	Economically Disadvantaged	48	68	74
	Students With Disabilities	50	33	36
	English Language Learners	35	59	52
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	72	74	58
	Economically Disadvantaged	74	73	61
	Students With Disabilities	50	57	36
	English Language Learners	65	64	56

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72	87	73
	Economically Disadvantaged	70	84	66
	Students With Disabilities	100	100	63
	English Language Learners	50	71	70
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64	42	56
	Economically Disadvantaged	59	45	41
	Students With Disabilities	50	46	36
	English Language Learners	65	48	56
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	43	37
	Economically Disadvantaged	40	38	28
	Students With Disabilities	0	6	11
	English Language Learners	38	24	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	52	33
	Economically Disadvantaged	36	45	41
	Students With Disabilities	14	19	6
	English Language Learners	39	47	28

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	40	28
	Economically Disadvantaged	28	30	23
	Students With Disabilities	15	20	7
	English Language Learners	27	34	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	42	32
	Economically Disadvantaged	32	35	26
	Students With Disabilities	0	19	17
	English Language Learners	39	11	33
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	33	34
	Economically Disadvantaged	33	29	30
	Students With Disabilities	0	0	0
	English Language Learners	19	19	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	30	26
	Economically Disadvantaged	31	24	19
	Students With Disabilities	11	11	9
	English Language Learners	27	29	25
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	43	32	43
	Economically Disadvantaged	40	26	36
	Students With Disabilities	11	22	9
	English Language Learners	47	39	52

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	36		17	42						
ELL	31	26		37	29		20				
BLK	42			30							
HSP	31	30	31	34	32		26				
WHT	49	33		52	43		38				
FRL	31	31	31	34	35	31	23				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	285
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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	43
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Although STAR Reading and Math, Science Quarterlies showed increase in proficiency during the winter testing all grade levels and sub group reflected losses by the end of year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA, Ma, Sc and All ESSA subgroups. All of theses data components showed significant decline this past year.

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

The downward trends across grade levels and subgroups are due to the inconsistency of on campus and e campus learning, absenteeism that directly affected time in seat, assessments and direct instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The bright spot in the scenario as been Kindergarten and 2nd grade that have demonstrated over 50% proficiency by the end of the year in ELA.

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

The scheduling of paraprofessional support and ESE teacher to assist with interventions and the intentional planning of these interventions

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

School wide scheduling of all instructional/paraprofessional staff to provide interventions.

Weekly Data chats /Monthly MTSS meetings

Departmentalizing of ELA/ MA/Sc subjects in grades 3-5

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Progress monitoring

Data tracking PD

MTSS

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

Monthly meeting with new faculty to provide support and answer questions

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Disaggregating the data from FSA, STAR and progress monitoring and Early Warning systems, demonstrated a downward trend in grades 3,4,5 proficiency levels for SWD. This can be attributed to less time in seat for instruction, several classes quarantined due to COVID and the back and forth from e-learning to campus learning.
Measurable Outcome:	Increase proficiency in grades, 3,5,and 5 to 50% 70% of all students and bottom 25%, will demonstrate 1 years (or more) growth in grades 4 and 5
Monitoring:	Weekly data chats with grades levels, ,monitoring school based and district assessments
Person responsible for monitoring outcome:	WANDA APONTE (wanda.aponte@polk-fl.net)
Evidence-based Strategy:	Weekly curriculum Planning with ELA Coach to create content capacity in faculty Technology- I-Pad, Near Pods, Reflex, Smarty Ants Small group centers/instruction Remediation during Power hour
Rationale for Evidence-based Strategy:	Targeted small group instruction and remediation provided by ELL, ESE and instructional paraprofessionals to work directly with student will provide intense interventions

Action Steps to Implement

Instructional Coaches will provided opportunities for weekly planning, progress monitoring and data chats to fine tune instructional practices
The addition of online subscriptions will allow for technology infused lessons and supplemental instruction
Media,Parent Involvement and Instructional Paraprofessional will work directly with students with remediation.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Disaggregating the data from FSA, STAR and progress monitoring and Early Warning systems, demonstrated a downward trend in grades 3,4,5 proficiency levels. This can be attributed to less time in seat for instruction, several classes quarantined due to COVID and the back and forth from e-learning to campus learning.

Measurable Outcome: Increase proficiency in grades, 3,5,and 5 to 50%
70% of all students and bottom 25%, will demonstrate 1 years growth in grades 4 and 5

Monitoring: Weekly data chats with grades levels, ,monitoring school based and district assessments

Person responsible for monitoring outcome: Lauren Gekakis (lauren.gekakis@polk-fl.net)

Evidence-based Strategy: Weekly curriculum Planning with Math Coach to create content capacity in faculty
Technology- I-Pad, Near Pods, Reflex, Smarty Ants
Small group centers/instruction and remediation

Rationale for Evidence-based Strategy: Targeted small group instruction and remediation provided by ELL, ESE and instructional paraprofessionals to work directly with student will provide intense interventions

Action Steps to Implement

Targeted small group instruction and remediation provided by ELL, ESE and instructional paraprofessionals to work directly with student will provide intense interventions.

Person Responsible Sabrina Hughes (sabrina.hughes@polk-fl.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Disaggregating the data from FSA, STAR and progress monitoring and Early Warning systems, demonstrated a downward trend in grade 5 proficiency levels. This can be attributed to less time in seat for instruction, several classes quarantined due to COVID and the back and forth from e-learning to campus learning.

Measurable Outcome: 55% of all 5th grade student will achieve level 3 or better in

Monitoring: Weekly data chats with grades levels, ,monitoring school based and district assessments

Person responsible for monitoring outcome: Sabrina Hughes (sabrina.hughes@polk-fl.net)

Evidence-based Strategy: Weekly curriculum Planning with Science Coach to create content capacity in faculty
Technology- I-Pad, Near Pods, Reflex, Smarty Ants
Small group centers/instruction and remediation

Rationale for Evidence-based Strategy: Targeted small group instruction and hands on experiments
Instructional paraprofessionals to work directly with student to provide intense interventions

Action Steps to Implement

Weekly Collaborative planning to include technology based laboratory experiences
Implementation of hands on experiments

Person Responsible Sabrina Hughes (sabrina.hughes@polk-fl.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Disaggregating the data from FSA, STAR and progress monitoring and Early Warning systems, demonstrated a downward trend in grade 3, 4 and 5 proficiency levels. This can be attributed to less time in seat for instruction, several classes quarantined due to COVID and the back and forth from e-learning to campus learning.

Measurable Outcome: Increase proficiency of SWD in grades, 3,5,and 5 to 50%
50% of all students SWD and bottom 25, will demonstrate 1years growth in grades 4 and 5

Monitoring: Weekly data chats with grades levels, ,monitoring school based and district assessments

Person responsible for monitoring outcome: WANDA APONTE (wanda.aponte@polk-fl.net)

Evidence-based Strategy: PD/Collaborative planning with Coaches, LEA, ESE teachers and paraprofessionals to help teachers implement best practices, high yield strategies and interventions for struggling students.
Provide more LRE/inclusion opportunities for SWD

Rationale for Evidence-based Strategy: Build teacher/paraprofessional capacity, understanding and implementation of ESE best practices

Action Steps to Implement

Content Specific/ ESE professional development in differentiation, scaffolding and co-teaching
Provide targeted support to SWD during ELA/MATH
Monitor lesson plans for effective strategies and accommodations.

Person Responsible Nicole Krueger (nicole.krueger@polk-fl.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Reading Achievement Initiative for Scholastic Excellence (R.A.I.S.E.) - RAISE program establishes criteria for identifying schools for additional support. The criteria includes schools with students in grades Kindergarten through five, where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment. Loughman Oaks met criteria in grades 3- 42%, 4th- 34% and 5th-27% scoring less than 50% proficiency in ELA.
Measurable Outcome:	Analyzing FSA/STAR Data 25 students per grade level have been targeted for extensive interventions. This number of students are very close to the proficiency score and should be able to get there, barring, attendance, COVID and other issues.
Monitoring:	This area will be focused monthly during data chats with teachers and ELA coach
Person responsible for monitoring outcome:	Rebecca Pierce (rebecca.pierce@polk-fl.net)
Evidence-based Strategy:	Targeted small group instruction and remediation provided by ELL, ESE and instructional paraprofessionals to work directly with student will provide intense interventions
Rationale for Evidence-based Strategy:	Identifying students achievement gaps and targeting them will allow for the teacher to continue grade level instruction , while available resources will provide intense remediation.

Action Steps to Implement

Disaggregate data and create list of targeted students

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

Create intervention schedule for staff

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

Create plans and find resources for the interventions

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

Follow up with data chats and MTSS

Person Responsible Rachael Tederous (rachael.tederous@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Could not find information on the website for Loughman Oaks. As of this year we have been selected as a PBIS model school 3 years in a row. Our discipline issues are managed effectively with School Wide PBIS and the implementation of CHAMPS

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.

We aspire to provide a school climate and promote positive school culture through shared visioning and community building inside and outside of school. Staff, Parent and Student Surveys gives us a lot of information to address any major concerns in a timely manner, School-wide focus on growth mindset to encourage, perseverance and understanding that academic excellence can be acquired through planning, practice and sustained effort.

LOE focuses on building a positive relationship between home and school by inviting our community partners to be active participant in the education experience. Partnerships, with Kiwanis 4Corners/ Davenport and High Vista Community group provide funding for our backpack program to supply weekend food for our neediest families.

We offer several academic infused family nights to allow families to discover the fun of learning while spending quality time together. Teachers use various forms of communication to maintain parents informed about their child's progress and school wide activities.

Implementation of social skills small group sessions with our at risk students across all grade levels Please see attached Parent Family Engagement Plan for full details for how we plan to include our community stakeholders in fulfilling the school mission and vision.

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

Administrators- Wanda Aponte-Principal and Lauren Gekakis- Assistant Principal

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00