

Polk County Public Schools

Loughman Oaks Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Loughman Oaks Elementary School

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

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 through collaboration, community outreach, commitment and strong leadership.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Stoquert, Sara	Principal	<p>Principal- The principal provides a common vision for the use of data-based decision-making, models the problem solving process; supervises the development of a strong infrastructure for implementation of MTSS, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures and participates in adequate professional learning to support MTSS implementation, develops a culture of expectation with the school staff for the implementation of MTSS school-wide, ensures resources are assigned to those areas in most need, and communicates with parents regarding school based MTSS plans and activities. Provides technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display. Ensures safe environment for all stakeholders.</p>
Gekakis, Lauren	Assistant Principal	<p>Assistant Principal- Assists the principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, ensures and participates in professional learning, and communicates with parents concerning MTSS plans and activities. Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, assists with professional development for behavior concerns, assist in facilitation of data-based decision making activities. Ensures safe environment for all stakeholders.</p>
Hunter, Arnetta	Assistant Principal	<p>Assistant Principal- Assists the principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, ensures and participates in professional learning, and communicates with parents concerning MTSS plans and activities. Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, assists with professional development for behavior concerns, assist in facilitation of</p>

Name	Position Title	Job Duties and Responsibilities
		data-based decision making activities. Ensures safe environment for all stakeholders.
Hughes, Sabrina	Math Coach	MATH 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 our school.
Turner, Alissa	Reading Coach	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our school holds a minimum of 4 School Advisory Council meetings throughout the school year. The meetings include leadership team members, staff, parents, and local businesses. Our meetings are held in person, but also offer a virtual option for those individuals who may not be able to attend in person. We have a clear agenda for each meeting which includes surveys and opportunities for members to contribute ideas and input for our SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP is reviewed throughout the school year at faculty meetings, collaborative planning sessions and at our school-based leadership monthly meetings. During these meetings we revise the SIP as needed to ensure continuous improvement. This includes current school data checks for each student and SIP step implementation fidelity checks.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	120	82	68	108	66	89	0	0	0	533
One or more suspensions	13	13	5	13	12	23	0	0	0	79
Course failure in English Language Arts (ELA)	2	3	6	15	7	10	0	0	0	43
Course failure in Math	1	2	4	7	9	7	0	0	0	30
Level 1 on statewide ELA assessment	0	0	0	55	31	58	0	0	0	144
Level 1 on statewide Math assessment	0	0	0	66	32	81	0	0	0	179
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	78	152	152	186	131	75	0	0	0	774

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	46	46	18	104	60	98	0	0	0	372

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	41	0	0	0	0	0	41
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	118	80	88	88	88	85	0	0	0	547
One or more suspensions	7	8	14	19	26	33	0	0	0	107
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	59	90	71	0	0	0	220
Level 1 on statewide Math assessment	0	0	0	73	100	114	0	0	0	287
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	40	36	35	45	81	89	0	0	0	326

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	118	80	88	88	88	85	0	0	0	547
One or more suspensions	7	8	14	19	26	33	0	0	0	107
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	59	90	71	0	0	0	220
Level 1 on statewide Math assessment	0	0	0	73	100	114	0	0	0	287
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	40	36	35	45	81	89	0	0	0	326

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	45	53	44	47	56	38		
ELA Learning Gains				50			31		
ELA Lowest 25th Percentile				39			35		
Math Achievement*	39	49	59	35	42	50	38		
Math Learning Gains				42			33		
Math Lowest 25th Percentile				43			33		
Science Achievement*	36	41	54	26	49	59	29		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	67	54	59	63			48		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	223
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	43

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	4	1
ELL	34	Yes	2	
AMI				
ASN				
BLK	33	Yes	2	
HSP	41			
MUL	81			
PAC				
WHT	48			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	3	
ELL	37	Yes	1	
AMI				
ASN				
BLK	37	Yes	1	
HSP	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	52			
PAC				
WHT	38	Yes	1	
FRL	39	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			39			36					67
SWD	15			19			10				4	
ELL	24			24			29				5	67
AMI												
ASN												
BLK	29			32			47				4	
HSP	38			37			32				5	67
MUL	77			85							2	
PAC												
WHT	52			44			31				4	
FRL	36			37			30				5	69

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	50	39	35	42	43	26					63
SWD	22	41	38	18	44	36	25					
ELL	32	47	35	29	39	28	21					63
AMI												
ASN												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	43	53		30	36		25					
HSP	40	51	50	32	42	47	26					63
MUL	54			50								
PAC												
WHT	50	42	8	44	46	45	33					
FRL	38	48	35	28	36	37	21					68

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	38	31	35	38	33	33	29					48
SWD	13	36		17	42		0					
ELL	31	26		37	29		20					48
AMI												
ASN												
BLK	42			30								
HSP	31	30	31	34	32		26					49
MUL												
PAC												
WHT	49	33		52	43		38					
FRL	31	31	31	34	35	31	23					42

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	32%	43%	-11%	54%	-22%
04	2023 - Spring	45%	53%	-8%	58%	-13%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	42%	-10%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	51%	-15%	59%	-23%
04	2023 - Spring	55%	56%	-1%	61%	-6%
05	2023 - Spring	21%	44%	-23%	55%	-34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	39%	-10%	51%	-22%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA: Our overall achievement on FAST (when compared to previous FSA data) has decreased from 44% proficient to 40% proficient. Over the past 4 years our data shows that our ELA stayed between 38%-45% based on previous FSA and current FAST data. 45% (2018-2019), 38% (2020-21), 44% (2021-22) and 40% (2022-23). Some of the contributing factors were long term/provisional substitutes in vacant positions, poor student attendance and student task alignment to state benchmarks. Transportation (bus) brings students in tardy each morning, sometimes as late as 9:00. This bussing issues included 4 late busses each morning.

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

ELA: Our overall achievement on FAST (when compared to previous FSA data) has decreased from 44% proficient to 40% proficient.

Our SIP focus for the 2022-23 school year was Math and Science. Both of those areas improved however, ELA was not the primary focus in 2022-23.

ELA: The contributing factors for our ELA declining was our instructional coach was new, so gaps were identified within practice in order to support teachers with collaborative planning and aligned tasks. We had 3 new teachers in ELA.

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.

ELA (3rd-5th grade) had the biggest gap when compared to the state average. Some of the factors that contributed to this gap is an increase of ELL student enrollment, lack of foundational skills and the late start of intervention programs to assist in closing the gaps, new instructional coach for ELA, and changes to collaborative planning structures.

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

5th grade science showed the most improvement. Our overall proficiency increased from 26% to 34%. Our school hired a science coach with an extensive science/STEM background, offered science parent nights to provide parents with access to science resources to reinforce concepts taught in school. Students participated in a science bootcamp review towards the end of the school year. Intentional collaborative planning with a focus on science. District standards-based walk-through tool utilized for science classes with immediate feedback for teachers.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Student Attendance
2. Reading Deficiency

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

1. Continued positive school culture/climate
2. ELA
3. Math
4. Science
5. Professional development/collaborative planning for teachers
6. Student Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2022-23 student attendance data (early warning systems), 38% of students missed 10% or more days of school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2023-24 student attendance data (early warning systems) will show a decrease from 38% to 30% of students missing 10% or more days of school.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. The leadership team and office staff will have conversations and attendance data chats with the teachers, students and families to ensure student attendance is a primary focus.
2. Monthly meetings with leadership and office staff to review attendance data and progress towards goal. Focus on finding ways to overcome any barriers found.
3. All parent nights will include information on why their child's attendance is important with strategies to help with barriers, parent survey for feedback on progress to help with monitoring.

Person responsible for monitoring outcome:

Arnetta Hunter (arnetta.davis@polk-fl.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Office staff will announce classes with perfect attendance for the week.
2. Monthly attendance store visited by students who earned perfect attendance for that month.
3. Parent raffle- parents whose child missed less than 2 days of school during a 9 week period will be entered into a raffle to win gift cards.
4. All parent nights will include information on why their child's attendance is important with strategies to help with barriers. According to the Harvard Graduate School of Education, parent attendance informational meetings support the notion that any form of messaging/meeting with parents — backpack reminders, text messages, in-person dialogue — can help all families feel more connected to school and to their students' success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increase in student attendance will ensure students are receiving a higher amount of instruction throughout the school year. Targeted students falling below the 10% or more of days missed, will be provided with incentives, resources and information. Cohesiveness between the leadership team and office staff during monthly attendance data checks will allow any students who is at risk for poor attendance a chance for intervention.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team and office staff will have conversations and attendance data chats with the teachers, students and families to ensure student attendance is a primary focus.

Person Responsible: Arnetta Hunter (arnetta.hunter@polk-fl.net)

By When: Throughout the school year.

Monthly meetings with leadership and office staff to review attendance data and progress towards goal. Focus on finding ways to overcome any barriers found.

Person Responsible: Sara Stoquert (sara.stoquert@polk-fl.net)

By When: Throughout the school year.

All parent nights will include information on why their child's attendance is important with strategies to help with barriers, parent survey for feedback on progress to help with mentoring.

Person Responsible: Sara Stoquert (sara.stoquert@polk-fl.net)

By When: Throughout the school year.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2022-23 FAST data, our school ELA proficiency decreased 4% from 44% to 40% for grades 3-5.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase our 3rd-5th grade proficiencies from 40% to 45% on the 2023-24 ELA FAST assessment.
 3rd grade proficiencies will increase from 36% to 42% on the 2023-24 ELA FAST assessment.
 4th grade proficiencies will increase from 47% to 52% on the 2023-24 ELA FAST assessment.
 5th grade proficiencies will increase from 34% to 40% on the 2023-24 ELA FAST assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Review of bi-weekly district assessments data. Monitoring/review of STAR assessment data and FAST PM data results.

The leadership team will have conversations and data chats with the teachers to ensure progress.

2. Use of benchmarks and objectives to drive the instruction.

3. Academic coaches and support staff will provide strategies to assist teachers with interpreting the complexity levels of objectives in order to collect accurate student data for differentiated instructional purposes in ELA.

4. Progress monitoring data offered by district/state level platforms will be used to ensure students are mastering benchmarks, being taught after collaborative planning is properly implemented.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Bi-weekly collaborative planning with ELA coach (using the learning ARC framework). Implementation of highly effective core instruction and small group instruction to achieve success. Teacher training in best practices for whole group and small group instruction in ELA, emphasizing the usage of differentiated materials. Monitor students engaging in equivalent experiences aligned to state expectations using classroom walk through tool. Media specialist and para assisting with materials and small group literacy instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Highly effective core instruction will ensure that all students are receiving grade level equivalent experiences. Targeted small group instruction and remediation will provide students with their individualized needs. Bi-weekly collaborative planning allows teachers to deepen their understanding of best practices and developing objectives/tasks to meet all students needs using the ARC framework. TNTP Opportunity Myth speaks to the relationship between academic

success and ensuring students are able to engage in grade level standards based expectations. It is imperative we all monitor for alignment and plan for teachers understanding of the benchmarks and aligned tasks and assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team, along with teacher individual conferences and MTSS meetings, will review the following: student progress monitoring: FAST, STAR, and formative assessments.

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

By When: MTSS meeting will be held monthly. Student progress monitoring will occur after each FAST PM assessment. Student progress monitoring of formative assessments will occur in collaborative planning once a month.

Instructional benchmarks and objectives will be discussed in collaborative planning. Coaches and administration will ensure fidelity with classroom walkthroughs. ELA instructional coach will use the ARC framework to facilitate collaborative planning with all ELA teachers during a common planning period on Thursdays, focusing on improving target/task alignment.

Person Responsible: Alissa Turner (alissa.turner@polk-fl.net)

By When: Every Thursday during collaborative planning.

In order to address the needs for our ESSA subgroup of Students with Disabilities, collaborative planning will be structured to plan for instruction with this specific group of students. This will include leveling small groups, differentiated materials to be used to increase student comprehension of the ELA benchmarks and Math benchmarks and using those students' data to drive the planning process. Math interventionist and coaches will assist with using data to drive instruction for this subgroup since math and ELA were both in need.

Person Responsible: Alissa Turner (alissa.turner@polk-fl.net)

By When: Throughout the school year.

In order to address the needs for our ESSA subgroup of ELL students (English Language Learners), collaborative planning will be structured to plan for instruction with this specific group of students. This will include ELL strategies embedded throughout lesson plans, leveling small groups, differentiated materials to be used to increase student comprehension of the ELA benchmarks and using those students' data to drive the planning process. The Elevation program will be utilized.

Person Responsible: Sara Stoquert (sara.stoquert@polk-fl.net)

By When: ELL Student progress monitoring will occur after each FAST PM assessment. ELL Student progress monitoring of formative assessments will occur in collaborative planning once a month.

In order to address the needs for our ESSA subgroup of Economically Disadvantaged, Black and White students, collaborative planning will be structured to plan for instruction with this specific group of students. This will include leveling small groups, differentiated materials to be used to increase student

comprehension of the ELA benchmarks and using those specific students' data to drive the planning process and overcome any barriers that may exist.

Person Responsible: Sara Stoquert (sara.stoquert@polk-fl.net)

By When: Student progress monitoring will occur after each FAST PM assessment. Student progress monitoring of formative assessments will occur in collaborative planning once a month.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review our school improvement funding allocations and ensure resources are allocated based on needs include a variety of steps. Our school completes a Title 1/UniSig Comprehensive Needs Assessment (CNA). Our school leadership attends our district "Data Com" which focuses on past data (trends) and current data to drive instruction and academic decisions. Our district "Summer Leadership Academy provides our school extensive information and data analysis to ensure resources are allocated based on current school needs. Finally, our regional and Office of School Transformation review our SIP plans.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2022-23 STAR/STAR early literacy data 49% of our students in K-2 were proficient in ELA.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2022-23 ELA FAST data, 60% of students in 3rd, 4th and 5th grade scored below a level 3.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Based on 2023-24 STAR/STAR Early Literacy data, students in K-2 will increase their ELA proficiency by 5%.

Grades 3-5 Measurable Outcomes

Based on 2023-24 ELA FAST data, students in 3rd, 4th, and 5th grade will increase their ELA proficiency to 45% which is a 5% gain.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Standards/benchmark mastery checklists, classroom walk standards-based walk-through tool, STAR reading results and weekly benchmark assessments.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Stoquert, Sara, sara.stoquert@polk-fl.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The use of research-based intervention materials for our tier 2 and 3 students during targeted ELA small group instruction and power hour. Support will be provided by the SLT and instructional coaches during collaborative planning using the ARC framework to ensure tasks align to the ELA benchmarks.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

This strategy will provide students with targeted intensive support through small group learning opportunities which includes a variety of instructional approaches to foundational skills, fluency, comprehension, gradual release model and technology integration based on their specific data. Analyzing weekly data during collaborative planning will clarify any misconceptions, deepen understanding of the benchmarks in order to increase overall student ELA proficiency and close learning gaps.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Weekly PLC's/Collaborative planning with a focus on ELA data from formative and summative assessments.	Stoquert, Sara, sara.stoquert@polk-fl.net
After analyzing summative and formative ELA data, the data will drive instruction for small groups.	Turner, Alissa, alissa.turner@polk-fl.net
Use of standards-based walk-through tool	Stoquert, Sara, sara.stoquert@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Our school stakeholders are informed of our SIP, UniSig budget and SWP in a variety of ways. Stakeholders can access our information through our school website: <http://loughmanoaks.polk-fl.net/>. Our school holds quarterly parent/family/community input and information meetings on campus and virtually. Our school provides a school-wide title one annual meeting at the beginning of the school year. All of the information is also housed in our Parent Engagement Notebook which is available in your front/main office.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school builds positive relationships with parents, families and other community stakeholders through a variety of methods. Our school holds family/community input meetings 4 times a year. We offer parent-teacher data chats and conferences throughout the school year. We hold building capacity events after school; such as science, reading, and math nights. Our school builds staff's capacity by holding Professional Development that empowers our teachers to communicate effectively with families. Our school addresses some barriers to stakeholder participation by providing light refreshments during mealtimes, translation, and holding meetings in a building that is accessible to everyone.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our school plans to strengthen the academic program by hiring supplemental staff, increasing professional development opportunities for staff, offering extended learning opportunities for students and continuing collaborative planning for all staff.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our school participates in our district "data com" to review past data trends and current data to guide the academic programs in our school. School improvement planning trainings and regional meetings are held to ensure plan is developed in coordination with the appropriate programs. RTD is integrated into the academic programs and offered to help enrich and accelerate current curriculum. MTSS (Tier support for students) is implemented.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school offers group counseling for students in need. We also collaborate with local community providers (Peace River and Sweet Center) which offer support groups and grief support.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school utilizes the PBiS program, RTI, MTSS. We have hired a behavior interventionist, a dean and looking to hire a school counselor. These programs and staff members help to prevent and address problem behaviors and provide early intervention services.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our school offers professional learning opportunities and activities for staff to improve instruction through PLC's (professional learning communities) that focus on improving instruction and data. Our school participates in the district "Data Com" to review past data (trends) and current data to drive instructional decisions at the school.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school offers Head Start, VPK, Kindergarten Round Up (and readiness camp) to assist preschool children in the transition from early childhood education programs to our elementary school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$72,364.52
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	1941 - Loughman Oaks Elementary Schl	UniSIG	1.0	\$50,348.93
			<i>Notes: Other Certified Instructional Personnel - School based Interventionist OR Student Success Coach who work with small groups of students in need of remediation 1 - Behavior Interventionist</i>			
	5100	210	1941 - Loughman Oaks Elementary Schl	UniSIG		\$6,832.35
			<i>Notes: Retirement - 13.57% - Instructional Personnel -</i>			

	5100	220	1941 - Loughman Oaks Elementary Schl	UniSIG		\$3,851.69
<i>Notes: Social Security y -7.65% -Instructional personnel</i>						
	5100	231	1941 - Loughman Oaks Elementary Schl	UniSIG		\$11,028.00
<i>Notes: Health and Hospitalization - Instructional Personnel</i>						
	5100	232	1941 - Loughman Oaks Elementary Schl	UniSIG		\$21.60
<i>Notes: Life Insurance - Instructional personnel</i>						
	5100	240	1941 - Loughman Oaks Elementary Schl	UniSIG		\$281.95
<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>						
2	III.B.	Area of Focus: Instructional Practice: ELA				\$405,316.89
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	1941 - Loughman Oaks Elementary Schl	UniSIG	2.0	\$107,401.32
<i>Notes: Other Certified Instructional Personnel - School based Interventionist OR Student Success Coach who work with small groups of students in need of remediation 1 - Reading Interventionist 1 - Math Interventionist</i>						
	5100	150	1941 - Loughman Oaks Elementary Schl	UniSIG	4.0	\$94,764.00
<i>Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation 4 - Classroom Paras</i>						
	5100	210	1941 - Loughman Oaks Elementary Schl	UniSIG		\$27,433.83
<i>Notes: Retirement - 13.57% - Instructional Personnel -</i>						
	5100	220	1941 - Loughman Oaks Elementary Schl	UniSIG		\$15,465.65
<i>Notes: Social Security -7.65% -Instructional personnel</i>						
	5100	231	1941 - Loughman Oaks Elementary Schl	UniSIG		\$66,168.00
<i>Notes: Health and Hospitalization - Instructional Personnel</i>						
	5100	232	1941 - Loughman Oaks Elementary Schl	UniSIG		\$129.60
<i>Notes: Life Insurance - Instructional personnel</i>						
	5100	240	1941 - Loughman Oaks Elementary Schl	UniSIG		\$1,132.13
<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>						
	6200	130	1941 - Loughman Oaks Elementary Schl	UniSIG	1.0	\$22,794.20
<i>Notes: Media Para</i>						
	6200	210	1941 - Loughman Oaks Elementary Schl	UniSIG		\$3,093.17

			<i>Notes: Retirement - 13.57% - Media Para</i>			
	6200	220	1941 - Loughman Oaks Elementary Schl	UniSIG		\$1,743.76
			<i>Notes: Social Security y -7.65% - Media Para</i>			
	6200	231	1941 - Loughman Oaks Elementary Schl	UniSIG		\$11,028.00
			<i>Notes: Health and Hospitalization - School Counselor</i>			
	6200	232	1941 - Loughman Oaks Elementary Schl	UniSIG		\$21.60
			<i>Notes: Life Insurance -Media Para</i>			
	6200	240	1941 - Loughman Oaks Elementary Schl	UniSIG		\$127.65
			<i>Notes: Workers Compensation - Media Para</i>			
	5100	510	1941 - Loughman Oaks Elementary Schl	UniSIG		\$4,511.86
			<i>Notes: Supplies - Instructional- Paper, pencils, markers, ink, chart paper, post it notes, notebooks</i>			
	6400	160	1941 - Loughman Oaks Elementary Schl	UniSIG	0.52	\$35,805.29
			<i>Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.</i>			
	6400	210	1941 - Loughman Oaks Elementary Schl	UniSIG		\$4,953.89
			<i>Notes: Retirement - 13.57% -Coaches - School based /School paid</i>			
	6400	220	1941 - Loughman Oaks Elementary Schl	UniSIG		\$2,792.72
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	231	1941 - Loughman Oaks Elementary Schl	UniSIG		\$5,734.56
			<i>Notes: Health and Hospitalization - School based Coaches - Math, Literacy, Science</i>			
	6400	232	1941 - Loughman Oaks Elementary Schl	UniSIG		\$11.23
			<i>Notes: Life Insurance - Coaches - School based /School paid</i>			
	6400	240	1941 - Loughman Oaks Elementary Schl	UniSIG		\$204.43
			<i>Notes: Workers Compensation .56% - School based Coaches - Math, Literacy, Science</i>			
					Total:	\$477,681.41

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes