

2013-2014 SCHOOL IMPROVEMENT PLAN

Lovell Elementary
800 N WELLS ST
Apopka, FL 32712
407-884-2235

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 85%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 B	2009-10 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lovell Elementary

Principal

Oscar Aguirre

School Advisory Council chair

Lolita Henao

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Martha Nelson	Assistant Principal
Kathryn Gunter	Curriculum Resource Teacher
April Willard	Reading Coach
Terry Cuffel	Math/Science Coach
Jennifer Rojas	Curriculum Compliance Teacher/Staffing Specialist
Mary Wallace	Guidance Counselor
Oscar Aguirre	Principal

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC committee is comprised of parents, teachers, students, and administrators. 60% of members are Hispanic, 20% are Black, and 20% are White. 80% of SAC members are parents and the other 20% are comprised of teachers and administrators.

Involvement of the SAC in the development of the SIP

During the fourth nine weeks of the 2012-2013 school year, SAC met each month to develop strategies to help improve the academic progress of our students. Some of these strategies included: improvement of school wide behavior plan/classroom management, teacher development in cooperative learning strategies, developing teacher capacity in learning goals/scales including common board configuration,

rigor within classroom tasks and instruction, improving data analysis and monitoring skills of staff, collaborative structures embedded into the classroom culture, use of rubrics and exemplars in writing, adjusting delivery of instruction to match the needs of the students. At our first SAC meeting in September of this school year, the SAC committee met to review the 2013 FCAT data. From the FCAT data and strategies previously considered, we developed our school improvement goals for the year. The committee created four action steps to improve student achievement:

Action Step 1: We will provide rigorous and engaging core instruction focusing on the standards and higher order thinking skills.

Action Step 2: We will provide daily differentiated small group and centers to meet the varying needs of students.

Action Step 3: We will improve student behaviors by the effective use of the PAWS behavior system and classroom management in order to keep students engaged in learning.

Action Step 4: We are committed to educating the whole learner (socially, emotionally, and culturally) through parent involvement, building relationships, and social awareness.

SAC also discussed the allocation of funds during the budget planning process last school year.

Activities of the SAC for the upcoming school year

Each month, SAC will monitor the implementation of the school improvement plan. Each month SAC will focus on a content area. Benchmark and progress monitoring data will be shared along with the strategies that are being implemented according to the current SIP. During the second semester, SAC will continue to focus on content area as well as plan the SIP for the 2014-2015 school year. Goals and strategies will be written based on benchmark and progress monitoring data.

Projected use of school improvement funds, including the amount allocated to each project

\$3,177.59 will be used to provide substitute teachers so classroom teachers can attend professional development to improve their pedagogical skills.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Oscar Aguirre

Principal

Years as Administrator: 14

Years at Current School: 7

Credentials

Specialist in Educational Leadership; Masters of Arts in Special Education; Bachelor's in Elementary Education

Performance Record

Principal of Lovell Elementary:
 2012-2013 - School Grade C (with safeguard); - Reading 42% meeting high standards, 63% learning gains, 66% lowest 25% learning gains; Math - 43% meeting high standards, 50% learning gains, 54% lowest 25% learning gains; 36% Writing meeting high standards; 36% Science meeting high standards
 2011-2012 - School Grade B; - Reading 45% meeting high standards, 64% learning gains, 69% lowest 25% learning gains; Math - 53% meeting high standards, 78% learning gains, 70% lowest 25% learning gains; 86% Writing meeting high standards; 35% Science meeting high standards
 2010-2011 School Grade B; Reading – 66% of students reading at or above grade level; 61% of students making a year’s progress in reading; 60% of struggling students making a year’s worth of progress in reading. BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES students in this school need improvement in Reading. Math – 68% of students at or above grade level in math; 62% of students making a year’s worth of progress; 77% of struggling students making a year’s worth of progress; ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES students in this school need improvement in Math. Writing – 85% of students are meeting state standards; Science – 36% of students are at or above grade level in science.
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Martha Nelson

Asst Principal

Years as Administrator: 1

Years at Current School: 0

Credentials

Degrees: B.S. Elementary Education; Master's Degree in Educational Leadership
 Certifications:
 Elementary Education K-6
 ESOL K-12
 ESE K-12
 Educational Leadership

Performance Record

Assistant Principal Lakeville Elementary School
 School Grades: 2012-2013 B
 Reading Proficiency 2012-2013 60%
 Math Proficiency 2012-2013 61%
 Writing Proficiency 2012-2013 58%
 Science Proficiency 2012-2013 57%
 Learning Gains Reading 2012-2013 67%
 Learning Gains Math 2012-2013 64%
 Learning Gains Lowest 25% Reading 2012-2013 71%
 Learning Gains Lowest 25% Math 2012-2013 65%
 Assistant Principal Lakeville Elementary School
 School Grades: 2011-2012 B
 Reading Proficiency 2011-2012 53%
 Math Proficiency 2011-2012 52%
 Writing Proficiency 2011-2012 80%
 Science Proficiency 2011-2012 46%
 Learning Gains Reading 2011-2012 66%
 Learning Gains Math 2011-2012 66%
 Learning Gains Lowest 25% Reading 2011-2012 73%
 Learning Gains Lowest 25% Math 2011-2012 56%

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kathryn Gunter		
Full-time / School-based	Years as Coach: 8	Years at Current School: 17
Areas	Data, RtI/MTSS, Other	
Credentials	Master's in Educational Leadership; Bachelor's in Primary, K-3 and Elementary, 1-6	
Performance Record	<p>2012-2013 - School Grade C (with safeguard); - Reading 42% meeting high standards, 63% learning gains, 66% lowest 25% learning gains; Math - 43% meeting high standards, 50% learning gains, 54% lowest 25% learning gains; 36% Writing meeting high standards; 36% Science meeting high standards</p> <p>2011-2012 - School Grade B; - Reading 45% meeting high standards, 64% learning gains, 69% lowest 25% learning gains; Math - 53% meeting high standards, 78% learning gains, 70% lowest 25% learning gains; 86% Writing meeting high standards; 35% Science meeting high standards</p> <p>2010-2011 School Grade B; Reading – 66% of students reading at or above grade level; 61% of students making a year’s progress in reading; 60% of struggling students making a year’s worth of progress in reading. BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES students in this school need improvement in Reading. Math – 68% of students at or above grade level in math; 62% of students making a year’s worth of progress; 77% of struggling students making a year’s worth of progress; ENGLISH LANGUAGE LEARNERS,STUDENTS WITH DISABILITIES students in this school need improvement in Math. Writing – 85% of students are meeting state standards; Science – 36% of students are at or above grade level in science.</p> <p>2009-2010 School Grade C; Reading – 64% of students reading at or above grade level; 61% of students making a year’s progress in reading; 70% of struggling</p>	

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Terry Cuffel		
Full-time / School-based	Years as Coach: 4	Years at Current School: 14
Areas	Mathematics, Science	
Credentials	Bachelor's in Elementary Education; Masters in K-8 Math and Science Education	
Performance Record	<p>2012-2013 - School Grade C (with safeguard); - Reading 42% meeting high standards, 63% learning gains, 66% lowest 25% learning gains; Math - 43% meeting high standards, 50% learning gains, 54% lowest 25% learning gains; 36% Writing meeting high standards; 36% Science meeting high standards</p> <p>2011-2012 - School Grade B; - Reading 45% meeting high standards, 64% learning gains, 69% lowest 25% learning gains; Math - 53% meeting high standards, 78% learning gains, 70% lowest 25% learning gains; 86% Writing meeting high standards; 35% Science meeting high standards</p> <p>2010-2011 School Grade B; Reading – 66% of students reading at or above grade level; 61% of students making a year’s progress in reading; 60% of struggling students making a year’s worth of progress in reading. BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES students in this school need improvement in Reading. Math – 68% of students at or above grade level in math; 62% of students making a year’s worth of progress; 77% of struggling students making a year’s worth of progress; ENGLISH LANGUAGE LEARNERS,STUDENTS WITH DISABILITIES students in this school need improvement in Math. Writing – 85% of students are meeting state standards; Science – 36% of students are at or above grade level in science.</p> <p>2009-2010 School Grade C; Reading – 64% of students reading at or above grade level; 61% of students making a year’s progress in reading; 70% of struggling</p>	

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April Willard		
Full-time / School-based	Years as Coach: 2	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	B.A. in Psychology Bachelor's of Social Work Reading and ESOL Endorsed	
Performance Record	<p>2012-2013 - School Grade C (with safeguard); - Reading 42% meeting high standards, 63% learning gains, 66% lowest 25% learning gains; Math - 43% meeting high standards, 50% learning gains, 54% lowest 25% learning gains; 36% Writing meeting high standards; 36% Science meeting high standards</p> <p>2011-2012 - School Grade B; - Reading 45% meeting high standards, 64% learning gains, 69% lowest 25% learning gains; Math - 53% meeting high standards, 78% learning gains, 70% lowest 25% learning gains; 86% Writing meeting high standards; 35% Science meeting high standards</p> <p>2010-2011 School Grade B; Reading – 66% of students reading at or above grade level; 61% of students making a year’s progress in reading; 60% of struggling students making a year’s worth of progress in reading. BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES students in this school need improvement in Reading. Math – 68% of students at or above grade level in math; 62% of students making a year’s worth of progress; 77% of struggling students making a year’s worth of progress; ENGLISH LANGUAGE LEARNERS,STUDENTS WITH DISABILITIES students in this school need improvement in Math. Writing – 85% of students are meeting state standards; Science – 36% of students are at or above grade level in science.</p> <p>2009-2010 School Grade C; Reading – 64% of students reading at or above grade level; 61% of students making a year’s progress in reading; 70% of struggling</p>	

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Classroom Teachers

of classroom teachers

52

receiving effective rating or higher

52, 100%

Highly Qualified Teachers

100%

certified in-field

52, 100%

ESOL endorsed

41, 79%

reading endorsed

8, 15%

with advanced degrees

24, 46%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

14, 27%

with 6-14 years of experience

25, 48%

with 15 or more years of experience

9, 17%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

9, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Lovell will continue to work with and through the recruitment office, and Human Resources Department for Orange County Public Schools to locate and secure highly qualified instructional staff.
2. Principal will accept interns from state universities and local colleges. All successful interns will be encouraged to apply for vacancies at the school. Principal/Asst Principal will attend recruiting events.
3. The Instructional Coach will assign mentors to Category 1 and 2B teachers. Monthly meetings will be held to provide curriculum, social, and emotional support.
4. Ongoing professional development will be individualized depending upon teacher needs and interest provided by school and district
5. Progress monitoring data will be collected by instructional coach and utilized to help determine future staff development needs.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Lovell Elementary's mentoring program is designed to build teacher capacity for beginning and developing teachers. The instructional coach and Principal/Asst Principal selected experienced teachers and ensured that they have completed the required professional development to be a teacher mentor.

We have one beginning teacher this school year. She has been assigned to an experienced grade level mentor with evidence of achieving high standards on FAIR and formative assessments.

Mentor/Mentee/Rationale

Leslie Glenn is a beginning teacher in 4th grade. Lee Rodriguez is an experienced 4th grade teacher and is the grade level chair. She excels in her teaching and has a wealth of knowledge working with beginning teachers.

Mentors and mentees will work together during their grade level professional learning communities (PLCs) and monthly beginning teacher meetings. Daily/weekly mentor/mentee checkpoint meetings

will be used to discuss areas of need and progress in completion of Teacher Induction Program Components and/or completion of the district Alternative Certification Program.

The Academic and Instructional Coaches including STO coaches will provide teacher support through the coaching cycle that will ensure comprehensive instruction and promote student learning. They will provide monitoring and feedback to teachers, provide peer-to-peer observations and feedback sessions to facilitate professional growth among instructional staff.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

We facilitate the interpretation and analysis of Tier 1 data through the monitoring of common assessments, FAIR data, benchmark assessments, and mini assessments as often as these results are provided. Tier 2/3 data is analyzed and discussed through monthly data meetings with grade level professional learning communities and individual meetings with teachers. The MTSS leadership team will hold data monthly meetings with grade level professional learning communities to discuss intervention progress. The MTSS team will meet to discuss academic and behavioral data to determine the most effective strategies or interventions needed to support the student's academic and behavioral needs. The targeted skill deficits will be monitored and adjusted based on the progress of the student. Conversations for instructional implications are then facilitated using FCIM process. Use of the RIOT/ICEL tool to gather further information on students who are not successful with Tier 2 interventions, add a Tier 3 intervention is used. The tiered process will start immediately for students who are demonstrating minimal progress or working below grade level. Tier 2 interventions begin within the first month of school and occur 4-5 days a week by classroom teachers. Tier 3 interventions begin the second month of school and occur 3-4 days a week by interventionist/ESE teacher. Instruction will be differentiated through teacher-led small groups to target specific skills with individual students using Voyager, Soar to Success, Early Interventions in Reading, Number Worlds, Key Math, and Core Connections. The MTSS leadership team facilitates the monitoring of Tier 2 interventions every two weeks using walkthrough checklists. If Tier 2 interventions are not showing adequate progress, either a change will be made to the Tier 2 intervention or a Tier 3 intervention will be discussed/recommended. Tier 3 interventions will be monitored for adequate student progress after an additional three-six week period. If the student continues to not make progress after a Tier 3 intervention, additional support or scaffolding will be added.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal/Assistant Principal - Provides a common vision for the use of data-based decision making, ensures the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communication with parents regarding school-based MTSS plans and activities.

Coaches - (Instructional, Reading, Math, and Science) Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Exceptional Education Teachers/Interventionist - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers.

School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; helps in data-based decision making activities.

Guidance Counselor/Social Worker - Provides links to child-serving and community agencies to the

school and families to support the child's academic, emotional, behavioral, and social success. School Transformation Office (STO)- Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

All classes are currently staffed with highly qualified teachers who provide rigorous instruction to students with fidelity. The leadership team will monitor the fidelity of the school's MTSS and SIP. In addition, the MTSS leadership team worked collaboratively with SAC, classroom teachers, and other district personnel to write the SIP based on the OCPS MTSS model. The MTSS team also provides necessary data on Tier 1, Tier 2, and Tier 3 students and interventions to SAC and STO. We facilitate the interpretation and analysis of Tier 1 data through the monitoring of common assessments, FAIR data, benchmark assessments, and mini assessments as often as these results are provided. These data discussions are held within Admin PLC meetings held weekly. Tier 2/3 are monitored every two weeks using walkthrough checklist. Tier 2/3 data is analyzed and discussed through monthly data meetings with grade level professional learning communities and individual meetings with teachers (ongoing).

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), CELLA, Florida Assessments in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Developmental Reading Assessment (DRA), benchmark assessments and mini assessments.

End of Year: FAIR, FCAT, benchmark assessments

Frequency of Data Days - We meet twice a month in grade level PLCs to discuss all student, classroom, and grade level data.

MTSS monthly meetings-Each grade level meets once a month with the MTSS leadership team to plan for interventions and track progress monitoring data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Grade levels meet monthly with the MTSS leadership team to discuss their student progress monitoring data. During these meetings decisions are made based on student data on how to adjust intervention services. When necessary, parents are invited to planning team meetings to discuss the progress of their student and make a plan for student success. Every time an intervention is initiated, parents receive a letter informing them of the intervention support their child is receiving.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,000

Level 1 and Level 2 reading and math students will be provided with before/after school tutoring. Morning tutoring will take place four days a week in 40 minute sessions. Morning tutoring will target walkers and car riders that arrive on campus by 7:30 in the morning. Students will receive both reading and math tutoring. The instruction will be based on the diagnostic assessment (including benchmark and mini assessments) each student will take using the iReady computer system. The iReady system will provide tutors with specific areas of strength and weakness so they can group students for instruction and target skill deficits.

Afternoon tutoring will take place two days a week in 90 minute sessions. Afternoon tutoring will target students who ride school buses or who can not arrive on campus by 7:30 AM. A school bus will be provided to take students home at the end of tutoring. Students will receive both reading and math tutoring. The instruction will be based on the diagnostic assessment (including benchmark and mini assessments) each student will take using the iReady computer system. The iReady system will provide tutors with specific areas of strength and weakness so they can group students for instruction and target skill deficits.

Tutoring began September 23 and will resume until April 2014.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will use iReady as well as benchmark, mini assessments, FAIR, and progress monitoring data to diagnose reading and math strengths and weaknesses for every student involved in tutoring. The students will be progress monitored weekly using the iReady system. The progress monitoring data will be graphed and reported to school and district administration. Quarterly benchmark assessments will be administered using iReady to help teachers plan instruction.

Who is responsible for monitoring implementation of this strategy?

The curriculum resource teacher will coordinate the before and after school tutoring program under the supervision of the principal and assistant principal.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
April Willard	Reading Coach
Marla Rosen	ESE Teacher
Wilma Lewis	Second Grade Teacher
Danielle Steward	Third Grade Teacher
Tabitha Brown	Third Grade Teacher
Dominique Caravano	Speech/Language Pathologist
Kathleen Weigley	Second Grade Teacher
Debbie Karney	Second Grade Teacher

Name	Title
Emma Denmark	Second Grade Teacher
Antoinette Zec	Second Grade Teacher
Brittany Clay	Third Grade Teacher
JaQuira Green	Fourth Grade Teacher
Andrea Ramirez	Third Grade Teacher
Cara Lakin	Fifth Grade Teacher
Martha Nelson	Assistant Principal
Oscar Aguirre	Principal

How the school-based LLT functions

The literacy team meets at least once a month to discuss data, professional development, student achievement and other school literacy items. The LLT also oversees school-wide intervention and enrichment efforts as well as provides parent literacy activities. The LLT works to monitor Reading Plus/Lexia and Accelerated Reader to ensure successful implementation of this instructional support program. Administration and designees conduct classroom observations and give regular professional feedback to faculty and staff.

Major initiatives of the LLT

A major initiative will be the successful implementation of Reading Plus/Lexia and Accelerated Reader as instructional support programs. Another major initiative will be continued professional development on the Common Core Standards as a way to strengthen our core instruction.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Lovell Elementary teachers will commit to structured common planning to deconstruct/unpack Common Core Standards and NGSSS. Teachers will collaboratively plan for rigorous and engaging lessons. Teachers will be provided with weekly PLC planning sessions. Principal/Asst Principal and assigned Resource teachers per grade level will attend and monitor planning. In addition, bi-weekly data meetings are scheduled in order for teachers to review data and make instructional decisions. Teachers will review what content needs reinforcing, which students, and how to re-teach within a collaborative setting. Principal/Asst Principal and Resource teachers will attend and monitor these meetings. Professional development on Tier 1 instruction will include gradual release, text dependent/higher order thinking questions, guided reading/small group, and centers. The coaching cycle will be provided to teachers in need of additional support and will focus on common board configuration, gradual release, questioning strategies, guided reading, centers, and other needs as determined by walkthroughs, data, and conferencing. STO, Principal/Asst Principal, and resource team will be responsible for coaching cycle and professional development implementation and monitoring.

Non-negotiables to include within the 130 minute ELA block include:

- Whole group instruction and small group and centers
- Daily Tier 2 intervention
- Daily Tier 3 intervention
- Daily Content area reading/writing strategies
- Daily SIOP strategies (oral language and vocabulary)
- Daily Independent Reading with Accelerated Reader
- Daily use of technology based reading support: Reading Plus, Lexia, and Imagine Learning,

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Kindergarten teachers host a Kindergarten Roundup to invite new students and parents to visit the school to receive information and a tour of the school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	42%	No	57%
American Indian				
Asian				
Black/African American	45%	23%	No	51%
Hispanic	53%	44%	No	57%
White	63%	63%	Yes	66%
English language learners	48%	40%	No	53%
Students with disabilities	28%	27%	No	36%
Economically disadvantaged	51%	41%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	16%	18%
Students scoring at or above Achievement Level 4	25	8%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	117	63%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	30	66%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	141	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	82	28%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	73	25%	28%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	36%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	43%	No	54%
American Indian				
Asian				
Black/African American	36%	29%	No	42%
Hispanic	53%	45%	No	58%
White	57%	58%	Yes	61%
English language learners	48%	41%	No	53%
Students with disabilities	23%	20%	No	31%
Economically disadvantaged	48%	43%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	20%	22%
Students scoring at or above Achievement Level 4	24	7%	8%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	93	50%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	54%	59%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	22%	24%
Students scoring at or above Achievement Level 4	12	10%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	19		21
Participation in STEM-related experiences provided for students	644	90%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	77	9%	7%
Students retained, pursuant to s. 1008.25, F.S.	63	9%	7%
Students who are not proficient in reading by third grade	72	65%	58%
Students who receive two or more behavior referrals	27	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Lovell's parent involvement activities are designed to increase parent accessibility and to build capacity. To increase accessibility for our parents, we will provide home communications in both English and Spanish. We will also offer school meetings at varying times so parents can participate. Spanish translation will be provided at each meeting/activity.

In effort to build parent and staff capacity, we will be offering several activities and workshops: Open house, conference nights, family reading nights, family math and science nights, family fitness night, workshops to teach parents about health/nutrition, preschool diagnostics, discipline, student organization/study skills, FCAT, reading, writing, math, and science.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Report Card Conferences	267	37%	50%
Family workshops	92	1%	10%
Family Nights (Reading, math, science, and fitness)	180	3%	10%

Area 10: Additional Targets

Additional targets for the school

Third, fourth, and fifth grade teachers/students will participate in the AVID (Advancement Via Individual Determination) program to prepare students for career and college readiness through enhanced instructional and cultural practices.

1. Build a college and career culture K-5
2. Parent workshops to teach parents the AVID strategies.
3. 3-5 students will use an organizational tool and planners.
4. 3-5 students will be taught to use two and three column notes to organize their learning and improve their study habits.

AVID program was not used in 2012-13

Lovell Elementary has a full day Pre-K program with 20 students and two staff members (1 instructor; 1

support staff). Staff will prepare children for early literacy, enhance the age-appropriate progress of children, and prepare children to be ready for kindergarten through:

1. Compliance with student-teacher ratio (1:11) and certified staff
2. Language, communication, and emergent literacy with use of state approved curriculum: DLM Early Childhood Express
3. Common board configuration, and daily schedule visible and following of approved lesson plans daily
4. Sign-in and out sheets/4C monthly attendance records consistently and accurately kept in the classroom
5. Appropriate and engaging physical, social, and emotional development activities with use of Kagan cooperative learning strategies and brain based activities.
6. Monitoring of attendance, ratios, materials, standards, and student achievement by Principal/Asst Principal with use of Early Coalition of Orange County monitoring log, classroom walkthroughs, progress monitoring/data review, Marzano evaluations, and teacher conferencing.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Grade 3-5 students will increase organization skills with use of AVID organizational strategies as measured by teacher checklists	0	0%	60%
Grade 3-5 parents will attend AVID night workshops to understand AVID strategies	0	0%	50%
Grade 3-5 students will use note tools to organize their learning and improve study habits as measured by common assessments	0	0%	60%
Pre-K students will increase language, communication, and literacy skills by June 2014 as measured by Florida VPK assessments	14	65%	80%

Goals Summary

- G1.** To increase the effectiveness of daily standards based instruction.
- G2.** Student achievement will increase by analyzing student data to improve Tier 2/3 instruction within the MTSS process.

Goals Detail

G1. To increase the effectiveness of daily standards based instruction.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Science - Elementary School
- STEM
- STEM - All Levels
- Additional Targets

Resources Available to Support the Goal

- Common planning agenda, lesson plan template, Journey's teacher edition, Go Math, test item specs, Common Core standards, Core Connections Writing, Scott Foresman Science and Social Studies curriculum, Instructional coaches, Principal/Asst Principal, Performance Matters data, FAIR data, Reading Plus, Lexia, Imagine Learning, Core and PAST data, Aspens data, I-ready, Readingworks.org.

Targeted Barriers to Achieving the Goal

- Teachers lack of understanding with common planning, deconstructing standards, and selection of effective strategies to match diverse student needs.

Plan to Monitor Progress Toward the Goal

All students meeting high standards in reading, math, science, and writing skills

Person or Persons Responsible

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule:

Grade level data meetings are scheduled before school every other week following this schedule: K-Tuesdays, 1st-Thursdays, 2nd-Thursdays, 3rd-Wednesdays, 4th-Tuesdays, 5th-Wednesdays. The Administrative team meets Mondays to review and discuss data.

Evidence of Completion:

Administration PLCs, data meetings, student achievement data: common assessments, FAIR data, benchmark assessments, mini assessments, classroom walkthroughs, and teacher conferencing.

G2. Student achievement will increase by analyzing student data to improve Tier 2/3 instruction within the MTSS process.

Targets Supported

- Reading (FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Additional Targets

Resources Available to Support the Goal

- Performance Matters Data, Core and PAST, Core Connections, Aspens, I-Ready, Lexia, STAR Math, FAIR, Mini-Assessments; Instructional Coaches, Principal/Asst Principal, STO Coaches, and Researched-Based Core Reading and Math programs.

Targeted Barriers to Achieving the Goal

- Tier 2/3 instruction needs to include explicit, intensive remediation for all students who do not achieve mastery on common formative assessments in reading, math, and writing.

Plan to Monitor Progress Toward the Goal

Student achievement will increase by analyzing student data to improve Tier 2/3 instruction within the MTSS process.

Person or Persons Responsible

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule:

Teachers will be observed daily/weekly by Instructional Coaches, Principal/Asst Principal, STO Coaches using Marzano observations or classroom walkthrough checklists. Grade level data meetings are scheduled before school every other week following this schedule: K-Tuesdays, 1st-Thursdays, 2nd-Thursdays, 3rd-Wednesdays, 4th-Tuesdays, 5th-Wednesdays. The Administrative team meets Mondays to review and discuss data. Monthly MTSS monitoring meetings are held the first Friday of each month.

Evidence of Completion:

Progress monitoring data, intervention plans, programmatic observational walkthrough checklist, student achievement data: common assessments, FAIR data, benchmark assessments, mini assessments, classroom walkthroughs, and teacher conferencing.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase the effectiveness of daily standards based instruction.

G1.B1 Teachers lack of understanding with common planning, deconstructing standards, and selection of effective strategies to match diverse student needs.

G1.B1.S1 Implement coaching cycle on core instruction including small groups and centers.

Action Step 1

Coaching cycle (gradual release of responsibility: planning, modeling, collaborate, observations/ feedback) will be used to assist teachers in need with improving core instruction (including higher order questioning), small group, and centers. The specific skills include: application of common board configuration, gradual release, questioning strategies: wait time, scaffolding, pacing, prompting, probing; rigorous tasks and assessments (Webb's DOK levels), student engagement: collaborative structures, student to student discourse, generate hypotheses, and explicit vocabulary instruction.

Person or Persons Responsible

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule

Coaching cycle schedule is set up on a two week cycle. Teachers in coaching cycle are first observed by STO and Instructional coach pair. Then these coaches collaborate/debrief to develop an improvement plan for the teachers in need. The coaches and teachers meet and discuss observations. Then the coaches model skill for teachers and provide teacher with support. The coaches continue to observe and assess teacher improvement during two week cycle. Coaching cycle began September 16, 2013 and will continue for the remainder of the school year.

Evidence of Completion

Lesson plans, classroom walk throughs, common assessments, benchmark assessments, mini assessments, FAIR data, teacher conferencing student achievement data: common assessments, FAIR data, benchmark assessments, mini assessments, classroom walkthroughs, teacher conferencing

Facilitator:

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Participants:

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Coaching Cycle: Pre-conference/Planning, Model/Debrief, Co-Teach/Collaborate, Observation with Feedback

Person or Persons Responsible

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule

Daily/Weekly. Coaching Cycle Review meetings are held monthly to review and discuss each coaching cycle

Evidence of Completion

Coaching binder with evidences, strategies, and notes; Marzano Pre/Post-conference notes, Classroom walk through data, teacher conferencing, Marzano Deliberate Practice

Plan to Monitor Effectiveness of G1.B1.S1

Improved Tier 1 instruction including small groups and centers resulting in student achievement in reading, math, science, and writing skills.

Person or Persons Responsible

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule

Three week cycles: September 16-October 4; October 7-October 25; October 28-November 15; ongoing three week cycles

Evidence of Completion

Coaching logs/binder, data meetings, student achievement data: common assessments, FAIR data, benchmark assessments, mini assessments, classroom walkthroughs, and teacher conferencing.

G1.B1.S2 Deconstruct/unpack Common Core Standards/NGSSS during common planning time. Teachers will collaboratively plan to develop rigorous lessons

Action Step 1

Common planning to deconstruct standards and plan rigorous lessons using gradual release model. Rigorous lesson planning includes use of tasks that align to the cognitive complexity of the benchmark and follow the appropriate progression of rigor according to the Webb's DOK levels. Teachers will follow the pacing guides aligned to the standards planning for explicit modeled instruction, guided practice, independent practice, and lesson assessment.

Person or Persons Responsible

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule

Grade levels are provided an hour for PLC common planning meetings each week following this schedule: K-Fridays, 1st-Tuesdays, 2nd-Wednesdays, 3rd-Mondays, 4th-Thursdays, 5th-Tuesdays. In addition, every other week they are provided an additional 40 minutes for planning Wednesdays (non-professional development days).

Evidence of Completion

PLC agendas, lesson plans, classroom walkthroughs, teacher conferencing, Student achievement data: benchmark assessments, mini assessments, FAIR data, common assessments, teacher conferencing

Facilitator:

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Participants:

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Common Planning of Standards Based Lessons

Person or Persons Responsible

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule

Grade levels are provided an hour for PLC common planning meetings each week following this schedule: K-Fridays, 1st-Tuesdays, 2nd-Wednesdays, 3rd-Mondays, 4th-Thursdays, 5th-Tuesdays. In addition, every other week they are provided an additional 40 minutes for planning Wednesdays (non-professional development days). Each grade level has an assigned PLC coach (Instructional Coach/ Principal/Asst Principal) that attends the weekly common planning PLC and data meetings to assist grade levels.

Evidence of Completion

Lesson Plans, PLC Agendas, classroom walkthroughs, teacher conferencing; data meetings; Student achievement data: benchmark assessments, mini assessments, FAIR data, common assessments, and teacher conferencing.

Plan to Monitor Effectiveness of G1.B1.S2

Effectiveness of daily standards based instruction

Person or Persons Responsible

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule

Daily/Weekly- Classroom teachers will be observed by Instructional Coaches, Principal/Asst Principal, and STO coaches on a daily/weekly basis

Evidence of Completion

Student achievement data: benchmark assessments, mini assessments, FAIR data, common assessments, teacher conferencing; Marzano observations, classroom walkthrough checklists

G1.B1.S3 Professional development opportunities will be provided for core instruction, writing/scoring, and use of Kagan cooperative learning strategies.

Action Step 1

Professional development will be provided on use of core instruction resources: Journeys, Go Math, Scott Foresman Science/Social Studies, Core Connections Writing and supplemental resources: Imagine Learning, Lexia, Reading Plus, Accelerated Reading, ST Math, FASTT Math, and Learning for Life will be provided for all teachers. Professional development on Kagan cooperative learning strategies will be provided for all teachers. The strategies that will be addressed school-wide are: Think-Pair-Share, Shoulder Partners, Stand Up-Hand Up-Pair Up, Round Robin, Rally Coach, Inside-Outside Circle. Professional development for STEM activities, inquiry-based learning including use of Essential labs will be provided for 5th grade teachers. Professional Development on writing scoring and use of exemplars/rubrics will be provided for 4th grade teachers.

Person or Persons Responsible

Grade level teachers, Instructional coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule

Core Instruction Program Professional Development: August 13 (Journeys), August 16 (Go Math), September 9 (Think Central), October 7-8 (reading/math centers), October 4 , November 19, January 16, (Core Connections Writing), September 4 (Coaching Cycle overview) Supplemental Resources Professional Development: October 8 (Math resources); October 21-(Learning for Life), November 4 (Imagine Learning), Performance Matters (September 6), Lexia/Reading Plus/AR/ST Math- August 14 and ongoing as needed Kagan Cooperative Learning Professional Development: July 22-26, August 12/15, ongoing STEM Professional Development: November 20, January 22, March 12 Writing/Scoring Professional Development: September 12, September 23, October 9, ongoing

Evidence of Completion

Lesson plans, classroom walkthroughs, teacher conferencing

Facilitator:

Grade Chairs, Instructional Coaches, Principal/Asst Principal

Participants:

All teachers, Instructional Coaches, Principal/Asst Principal

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Professional Development

Person or Persons Responsible

Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule

Based on PD calendar

Evidence of Completion

sign in sheets, PLC Agendas, classroom walkthroughs, and teacher conferencing

Plan to Monitor Effectiveness of G1.B1.S3

Utilization of professional development strategies embedded into lesson plans and classroom instruction

Person or Persons Responsible

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule

Teachers will be observed daily/weekly by Instructional Coaches, Principal/Asst Principal, STO Coaches using Marzano observations or classroom walkthrough checklists Lesson plans will be reviewed weekly during common planning by assigned Instructional coach and Principal/Asst Principal

Evidence of Completion

Classroom walkthroughs, teacher conferencing, Pre/Post conferencing Marzano observations; lesson plans, and student achievement data: benchmark assessments, mini assessments, FAIR data, common assessments.

G2. Student achievement will increase by analyzing student data to improve Tier 2/3 instruction within the MTSS process.

G2.B1 Tier 2/3 instruction needs to include explicit, intensive remediation for all students who do not achieve mastery on common formative assessments in reading, math, and writing.

G2.B1.S1 Administer diagnostic assessments for struggling students to target reading, math, and writing instruction during Tier 2/3 intervention

Action Step 1

Use of diagnostic assessments in reading (CORE, PAST, FAIR), math (Aspens, STAR, Key Math), and writing (weekly prompts) to identify areas of need for struggling students.

Person or Persons Responsible

Grade level teachers & Instructional Coaches

Target Dates or Schedule

Reading- CORE/PAST (August-September) Math- Aspens, STAR/Key Math (August-September)
Writing- weekly prompts

Evidence of Completion

results of diagnostic assessments, intervention plans, progress monitoring data

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Diagnostic Assessments used to identify struggling students in reading, math, and writing

Person or Persons Responsible

Instructional Coaches, Principal/Asst Principal, STO Coaches

Target Dates or Schedule

Monthly MTSS monitoring meetings are held the first Friday of each month

Evidence of Completion

Results of diagnostic assessments, intervention plans, and progress monitoring plans

Plan to Monitor Effectiveness of G2.B1.S1

Instructional delivery and effectiveness of Tier 2/3 instruction

Person or Persons Responsible

Instructional, Principal/Asst Principal, STO Coaches

Target Dates or Schedule

Tier 2/3 intervention walkthroughs will occur daily/weekly by the above. MTSS meetings are held the first Friday of each month to review student progress monitoring data/effectiveness of instruction

Evidence of Completion

Progress monitoring data, intervention plans, programmatic observational walkthrough checklist, student achievement data: common assessments, FAIR data, benchmark assessments, mini assessments, classroom walkthroughs, and teacher conferencing.

G2.B1.S2 Teachers do not understand how to analyze and dis-aggregate student data to make adjustments to Tier 2/3 intervention plans.

Action Step 1

Teachers will receive Professional Development and support on analyzing benchmark assessments and mini-assessments, FAIR and progress monitoring data.

Person or Persons Responsible

Grade level teachers & Instructional Coaches

Target Dates or Schedule

Grade level data meetings are scheduled before school every other week following this schedule: K-Tuesdays, 1st-Thursdays, 2nd-Thursdays, 3rd-Wednesdays, 4th-Tuesdays, 5th-Wednesdays. The Administrative team meets Mondays to review and discuss data. MTSS meetings are held the first Friday of each month.

Evidence of Completion

results of diagnostic assessments, intervention plans, progress monitoring data

Facilitator:

Instructional Coaches, Principal/Asst Principal, STO Coaches, School Psychologist

Participants:

All grade level teachers, ESE teachers, Interventionist, and support staff.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Use of data to plan for Tier 2/3 instruction and intervention plans.

Person or Persons Responsible

Instructional Coaches, Principal/Asst Principal, STO Coaches

Target Dates or Schedule

Grade level data meetings are scheduled before school every other week following this schedule: K-Tuesdays, 1st-Thursdays, 2nd-Thursdays, 3rd-Wednesdays, 4th-Tuesdays, 5th-Wednesdays. The Administrative team meets Mondays to review and discuss data. MTSS meetings are held the first Friday of each month.

Evidence of Completion

Intervention plans, progress monitoring data, student achievement data: common assessments, FAIR data, benchmark assessments, mini assessments, classroom walkthroughs, and teacher conferencing.

Plan to Monitor Effectiveness of G2.B1.S2

Use of data to make instructional changes to Tier 2/3 instruction and intervention plans.

Person or Persons Responsible

Instructional, Principal/Asst Principal, STO Coaches

Target Dates or Schedule

Tier 2/3 intervention walkthroughs will occur daily/weekly by the above. Grade level data meetings are scheduled before school every other week following this schedule: K-Tuesdays, 1st-Thursdays, 2nd-Thursdays, 3rd-Wednesdays, 4th-Tuesdays, 5th-Wednesdays. The Administrative team meets Mondays to review and discuss data. MTSS meetings are held the first Friday of each month.

Evidence of Completion

Progress monitoring data, intervention plans, programmatic observational walkthrough checklist, student achievement data: common assessments, FAIR data, benchmark assessments, mini assessments, classroom walkthroughs, and teacher conferencing.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school or summer programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title 1, Part C - Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district drop-out prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplemental education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Lovell Elementary are used to provide professional development for teachers to work with struggling students.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title VI, Part B

Funds allocated for tutoring will be used to tutor Level 1 students in reading and math. Before/After school tutoring programs will be offered in coordination with district tutoring guidelines. Student progress will be carefully monitored so tutors can group students for instruction.

Title X, Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school and before/after school tutoring for Level 1 readers. SAI funds will also be used to hire a reading interventionist to work with Level 1 readers.

Violence Prevention Programs

MAGIC program sponsored by Orange County Sheriff's Department and the school resource officer.

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase the effectiveness of daily standards based instruction.

G1.B1 Teachers lack of understanding with common planning, deconstructing standards, and selection of effective strategies to match diverse student needs.

G1.B1.S1 Implement coaching cycle on core instruction including small groups and centers.

PD Opportunity 1

Coaching cycle (gradual release of responsibility: planning, modeling, collaborate, observations/ feedback) will be used to assist teachers in need with improving core instruction (including higher order questioning), small group, and centers. The specific skills include: application of common board configuration, gradual release, questioning strategies: wait time, scaoffolding, pacing, prompting, probing; rigorous tasks and assessments (Webb's DOK levels), student engagement: collaborative structures, student to student discourse, generate hypotheses, and explicit vocabulary instruction.

Facilitator

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Participants

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule

Coaching cycle schedule is set up on a two week cycle. Teachers in coaching cycle are first observed by STO and Instructional coach pair. Then these coaches collaborate/debrief to develop an improvement plan for the teachers in need. The coaches and teachers meet and discuss observations. Then the coaches model skill for teachers and provide teacher with support. The coaches continue to observe and assess teacher improvement during two week cycle. Coaching cycle began September 16, 2013 and will continue for the remainder of the school year.

Evidence of Completion

Lesson plans, classroom walk throughs, common assessments, benchmark assessments, mini assessments, FAIR data, teacher conferencing student achievement data: common assessments, FAIR data, benchmark assessments, mini assessments, classroom walkthroughs, teacher conferencing

G1.B1.S2 Deconstruct/unpack Common Core Standards/NGSSS during common planning time. Teachers will collaboratively plan to develop rigorous lessons

PD Opportunity 1

Common planning to deconstruct standards and plan rigorous lessons using gradual release model. Rigorous lesson planning includes use of tasks that align to the cognitive complexity of the benchmark and follow the appropriate progression of rigor according to the Webb's DOK levels. Teachers will follow the pacing guides aligned to the standards planning for explicit modeled instruction, guided practice, independent practice, and lesson assessment.

Facilitator

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Participants

Grade level teachers, Instructional Coaches, Principal/Asst Principal, STO coaches

Target Dates or Schedule

Grade levels are provided an hour for PLC common planning meetings each week following this schedule: K-Fridays, 1st-Tuesdays, 2nd-Wednesdays, 3rd-Mondays, 4th-Thursdays, 5th-Tuesdays. In addition, every other week they are provided an additional 40 minutes for planning Wednesdays (non-professional development days).

Evidence of Completion

PLC agendas, lesson plans, classroom walkthroughs, teacher conferencing, Student achievement data: benchmark assessments, mini assessments, FAIR data, common assessments, teacher conferencing

G1.B1.S3 Professional development opportunities will be provided for core instruction, writing/scoring, and use of Kagan cooperative learning strategies.

PD Opportunity 1

Professional development will be provided on use of core instruction resources: Journeys, Go Math, Scott Foresman Science/Social Studies, Core Connections Writing and supplemental resources: Imagine Learning, Lexia, Reading Plus, Accelerated Reading, ST Math, FASTT Math, and Learning for Life will be provided for all teachers. Professional development on Kagan cooperative learning strategies will be provided for all teachers. The strategies that will be addressed school-wide are: Think-Pair-Share, Shoulder Partners, Stand Up-Hand Up-Pair Up, Round Robin, Rally Coach, Inside-Outside Circle. Professional development for STEM activities, inquiry-based learning including use of Essential labs will be provided for 5th grade teachers. Professional Development on writing scoring and use of exemplars/rubrics will be provided for 4th grade teachers.

Facilitator

Grade Chairs, Instructional Coaches, Principal/Asst Principal

Participants

All teachers, Instructional Coaches, Principal/Asst Principal

Target Dates or Schedule

Core Instruction Program Professional Development: August 13 (Journeys), August 16 (Go Math), September 9 (Think Central), October 7-8 (reading/math centers), October 4 , November 19. January 16, (Core Connections Writing), September 4 (Coaching Cycle overview) Supplemental Resources Professional Development: October 8 (Math resources); October 21-(Learning for Life), November 4 (Imagine Learning), Performance Matters (September 6), Lexia/Reading Plus/AR/ST Math- August 14 and ongoing as needed Kagan Cooperative Learning Professional Development: July 22-26, August 12/15, ongoing STEM Professional Development: November 20, January 22, March 12 Writing/Scoring Professional Development: September 12, September 23, October 9, ongoing

Evidence of Completion

Lesson plans, classroom walkthroughs, teacher conferencing

G2. Student achievement will increase by analyzing student data to improve Tier 2/3 instruction within the MTSS process.

G2.B1 Tier 2/3 instruction needs to include explicit, intensive remediation for all students who do not achieve mastery on common formative assessments in reading, math, and writing.

G2.B1.S2 Teachers do not understand how to analyze and dis-aggregate student data to make adjustments to Tier 2/3 intervention plans.

PD Opportunity 1

Teachers will receive Professional Development and support on analyzing benchmark assessments and mini-assessments, FAIR and progress monitoring data.

Facilitator

Instructional Coaches, Principal/Asst Principal, STO Coaches, School Psychologist

Participants

All grade level teachers, ESE teachers, Interventionist, and support staff.

Target Dates or Schedule

Grade level data meetings are scheduled before school every other week following this schedule: K-Tuesdays, 1st-Thursdays, 2nd-Thursdays, 3rd-Wednesdays, 4th-Tuesdays, 5th-Wednesdays. The Administrative team meets Mondays to review and discuss data. MTSS meetings are held the first Friday of each month.

Evidence of Completion

results of diagnostic assessments, intervention plans, progress monitoring data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase the effectiveness of daily standards based instruction.	\$23,000
Total		\$23,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title 1	\$23,000	\$23,000
Total	\$23,000	\$23,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase the effectiveness of daily standards based instruction.

G1.B1 Teachers lack of understanding with common planning, deconstructing standards, and selection of effective strategies to match diverse student needs.

G1.B1.S2 Deconstruct/unpack Common Core Standards/NGSSS during common planning time. Teachers will collaboratively plan to develop rigorous lessons

Action Step 1

Common planning to deconstruct standards and plan rigorous lessons using gradual release model. Rigorous lesson planning includes use of tasks that align to the cognitive complexity of the benchmark and follow the appropriate progression of rigor according to the Webb's DOK levels. Teachers will follow the pacing guides aligned to the standards planning for explicit modeled instruction, guided practice, independent practice, and lesson assessment.

Resource Type

Professional Development

Resource

Substitutes for Staff Development

Funding Source

Title 1

Amount Needed

\$5,000

G1.B1.S3 Professional development opportunities will be provided for core instruction, writing/scoring, and use of Kagan cooperative learning strategies.

Action Step 1

Professional development will be provided on use of core instruction resources: Journeys, Go Math, Scott Foresman Science/Social Studies, Core Connections Writing and supplemental resources: Imagine Learning, Lexia, Reading Plus, Accelerated Reading, ST Math, FASTT Math, and Learning for Life will be provided for all teachers. Professional development on Kagan cooperative learning strategies will be provided for all teachers. The strategies that will be addressed school-wide are: Think-Pair-Share, Shoulder Partners, Stand Up-Hand Up-Pair Up, Round Robin, Rally Coach, Inside-Outside Circle. Professional development for STEM activities, inquiry-based learning including use of Essential labs will be provided for 5th grade teachers. Professional Development on writing scoring and use of exemplars/rubrics will be provided for 4th grade teachers.

Resource Type

Professional Development

Resource

Substitutes, Supplies/Materials

Funding Source

Title 1

Amount Needed

\$18,000