Lovell Elementary

2022-23 Schoolwide Improvement Plan

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Lovell Elementary

815 ROGER WILLIAMS RD, Apopka, FL 32703

https://lovelles.ocps.net/

Demographics

Principal: Melissa Sarasty

Start Date for this Principal: 6/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (51%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To support our district in leading our students to success with the support and involvement of families and the community.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
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.**:**

Name	Position Title	Job Duties and Responsibilities
Sarasty, Melissa	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.
Jones, Madison	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.
Rojas, Jennifer	Dean	Assist the principal with providing an educational atmosphere that promotes student learning, student achievement, student discipline, safety, and technology enhancements. Provides behavior support by conducting observations and making recommendations for behavior interventions. The dean implements School Board policies and the Code of Conduct designed to maintain proper student discipline. She conducts behavior assessments and creates Behavior Intervention Plans. She provides staff development on various behavior topics, and models for staff and teachers' specific behavior interventions. She also assists with the progress monitoring and data collection, and provides classroom consultation services for staff who request it.
Gunter, Kathryn	Instructional Media	Respond to requests for information from the media or designate an appropriate spokesperson or information source. Write press releases or other media communications to promote clients. Develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Byrd, Tanika	Math Coach	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.
Rodriguez, Layhonelly	Instructional Coach	MTSS Coach and Instructional Coach) Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Valle, Jessica	ELL Compliance Specialist	Resource to the principal, staff, and parents regarding the English for Speakers of Other Languages (ESOL) procedures, State Board Rules and

Name	Position Title	Job Duties and Responsibilities
		the Florida Consent Decree. Ensures registration procedures are implemented and followed. Conducts and coordinates English Language Learner Committee Meetings. Monitors students on an Academic Needs Improvement Plan. Conducts aural/oral language testing on students entering the school and follows up on students needing the Reading/Writing Assessments. Assesses, evaluates, and monitors the individual progress of each student in the English for Speakers of Other Languages program. Coordinates the reevaluation (extension of instruction) process of appropriate students. Follows exit procedures for students that qualify to exit the English for Speakers of Other Languages program through an English Language Learner Committee Meeting. Coordinates the use of all English for Speakers of Other Languages forms at the school level including referrals, testing, English Language Learner student plans, data entry forms, Full Time Equivalency (FTE), and any other forms required by state and district policy.
Murray, Lisa	Staffing Specialist	Exceptional Education Teachers/Interventionalist - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers. Staffing Specialist (SSS) coordinates and plans the Individual Education Plans (IEPs), Educational Plans, and the Multi-Tiered System of Support Tier 3 meetings at the school. Attends regularly scheduled (monthly) district training sessions to remain current regarding federal and/or Florida Department of Education (FLDOE) rules. Facilitates and provides information to the staff relative to Exceptional Student Education (ESE) procedures, least restrictive environments, and other issues involving Exceptional Student Education students. Maintains the three years of required training/certification in the Florida Department of Education Matrix of Services procedures, state and federal laws, and program services provided by the district. Coordinates and participates in articulation meetings promoting students from 5th grade. Monitors, coordinates and gathers the necessary documentation before a student is considered for eligibility under an exceptional education program and/or service. Maintains accurate Exceptional Student Education paperwork and supporting documentation to reflect the appropriate service delivery models, and services for all Exceptional Student Education students as identified on their Individual Education Plan, etc.
Perino, Krista	Reading Coach	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.

Demographic Information

Principal start date
Saturday 6/15/2019, Melissa Sarasty

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

69

Total number of students enrolled at the school

648

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	25	105	90	110	97	109	0	0	0	0	0	0	0	536
Attendance below 90 percent	8	38	32	46	38	45	0	0	0	0	0	0	0	207
One or more suspensions	0	0	0	0	2	6	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	32	45	0	0	0	0	0	0	0	87
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	31	41	0	0	0	0	0	0	0	82
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	10	31	44	0	0	0	0	0	0	0	85

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 8/25/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	19	96	108	120	123	120	0	0	0	0	0	0	0	586
Attendance below 90 percent	7	33	50	50	41	42	0	0	0	0	0	0	0	223
One or more suspensions	0	1	1	2	4	4	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	6	10	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	8	16	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	1	8	20	0	0	0	0	0	0	0	30

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	19	96	108	120	123	120	0	0	0	0	0	0	0	586
Attendance below 90 percent	7	33	50	50	41	42	0	0	0	0	0	0	0	223
One or more suspensions	0	1	1	2	4	4	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	6	10	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	8	16	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	1	8	20	0	0	0	0	0	0	0	30

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	36%	56%	56%				35%	57%	57%
ELA Learning Gains	57%						47%	58%	58%
ELA Lowest 25th Percentile	56%						62%	52%	53%
Math Achievement	42%	46%	50%				47%	63%	63%
Math Learning Gains	65%						61%	61%	62%
Math Lowest 25th Percentile	56%						63%	48%	51%
Science Achievement	40%	61%	59%				42%	56%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	35%	55%	-20%	58%	-23%
Cohort Comparison		0%				
04	2022					
	2019	32%	57%	-25%	58%	-26%
Cohort Comparison		-35%				
05	2022					
	2019	32%	54%	-22%	56%	-24%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	62%	-25%	62%	-25%
Cohort Comparison		0%				
04	2022					
	2019	46%	63%	-17%	64%	-18%
Cohort Comparison		-37%				
05	2022					
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	54%	-14%	53%	-13%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	7	54	61	7	43	40	14				
ELL	38	52	40	43	62	54	28				
BLK	23	72		30	76	80	43				
HSP	37	56	50	43	64	53	35				
WHT	49	50		54	56		53				
FRL	34	55	54	38	64	56	39				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	20	25	5	13		10				
ELL	33	41	29	34	20	18	30				
BLK	25	14		35	22		19				
HSP	35	40	33	33	25	21	33				
WHT	51			52			75				
FRL	33	32	28	31	23	11	35				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	44	56	9	46	44	13				
ELL	27	36	59	50	60	72	26				
BLK	28	47		32	53	43	20				
HSP	35	46	61	50	63	69	45				
WHT	48	53		52	60						
FRL	30	45	61	42	57	57	34				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	414
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The first trend that emerges across grade levels is a slight increase in ELA performance in our 3rd and 4th-grade levels as evidenced by i-Ready end-of-year assessments (EOY). Our 2020-2021 EOY results revealed 47% of students proficient in 3rd grade, and 30% in 4th grade, whereas our 2021-2022 results revealed 50% of students proficient in 3rd and 33% in 4th grade. In 5th grade, we saw no change in the percentage of students being proficient at 27% in both years. In our primary grades Kindergarten and second grade showed an increase in proficiency. Kindergarten increased in proficiency from 71% of students to 82%, and in second grade there was an increase from 47% of students to 52%. Conversely, our first grade showed a sharp decline from 46% in the 2020 - 2021 school year to 39% of students in the 2021-2022 school year.

The second trend that emerges across grade levels is a slight decrease in math performance in our intermediate grades as evidenced by i-Ready end-of-year assessments (EOY). Our 2020-2021 EOY results show an overall proficiency of 38% in grades 3-5 as compared to 37% this year. Our primary grades show a slight increase in their proficiency achievement from 42% of students in 2020-2021 to 44% of students this school year.
Our ESSA subgroup, Students with Disabilities indicates a significant lag when compared to their peers. In ELA, the EOY diagnostic indicated 20% proficiency compared to 50%. In Math, the EOY diagnostic indicated 18% proficiency compared to 48%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component that continues to demonstrate the greatest need for improvement is proficiency in reading. Though the data indicates small achievements, we continue to show low academic achievement in reading across grade levels. Differentiating instruction to meet students' needs continues to be challenging and the achievement gap grows wider as students matriculate through the grades. Instruction in our Tier I needs to be rigorous and succinct, and incorporate high-level questioning coupled with opportunities for students to grapple with new concepts and think independently. While teachers need to set the bar of expectation high for all students, they need to also manage to provide the necessary scaffolding for our English Language Learner students and students with disabilities.

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

Contributing factors to this need for improvement include severe truancy issues across grade levels, teachers need to ensure that tier I instruction is aligned to standards and is differentiated to meet the needs of all learners, and a continued effort in building teacher instructional knowledge. We will continue to expand our focus on K-5, provide differentiated professional development for teachers, and implement a plan for our students who are exhibiting truant behavior that will include our Multi-Tiered System of Support (MTSS) team, registrar, and the parents/guardians.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

As evidenced on the i-Ready EOY data, the components that demonstrated the greatest improvements were: Mathematics in grade two (10% from 2021-2022) and grade three (11% from 2021-2022). In addition, ELA i-Ready EOY data indicated that in Kindergarten we saw an increase of 11% from 2021 - 2022 school year.

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

This school year we were afforded the opportunity to have interventionists work hand in hand with teachers in every classroom. With them pulling small groups, students were exposed to numerous opportunities in reteach and various strategies to solve problems. In addition, we offered targeted after school tutoring, and coaches worked closely with teachers to provide support in their understanding of new and existing standards.

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

In the upcoming year we will continue to utilize the interventionist teachers to push in to classrooms for Tier I and differentiated Tier II standards based instruction. Small groups will be utilized during Math and ELA block. We will increase attention to getting parents involved in the learning process and into the school, and help to build teacher instructional knowledge with having new standards is both Math and ELA across all grade levels.

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

Based on the contributing factors and strategies identified to accelerate learning, professional development opportunities that will be provided include - Implementing Kagan strategies in instruction, Marzano's Framework, Meeting the Needs of ELLs, Monitoring Intervention Block, Small Group Centers (creating and implementing), and purposeful grouping of students.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are tutoring programs that utilize the learning acceleration model, weekly professional learning community meetings with teachers and coaches, professional development based on observed trends, and coaching support in all subject areas. In addition, teachers will be provided with actionable feedback via the classroom walkthrough tool, New Teacher Academy, interventionist training, and support for paraprofessionals.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Lovell will continue to focus on increasing student proficiency by ensuring that instructional teams collaboratively develop unit plans that assure student mastery of standards-based objectives, while simultaneously providing opportunities for enhanced learning. With new B.E.S.T standards being rolled out for all grade levels in both Math and ELA, we must ensure teachers are prepared to provide rigorous instruction daily. Providing teachers with targeted, hands-on Professional Learning Community meetings, and differentiated and purposeful professional development opportunities will be essential to success. When walking classrooms to observe instruction, the Classroom Walkthrough Tool will be used to document trends seen across classrooms and grade levels, then provide teachers with purposeful feedback. Student achievement data and observation data indicate teachers will benefit from collaboratively developing meaningful unit plans that ensure students master required benchmarks.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, we expect to see an overall increase in the performance of students meeting grade level proficiency in both ELA and Math as evidenced by the Florida Assessment of Student Thinking (FAST). Proficiency in ELA will increase to 40%, and proficiency in Math will increase to 50%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Use of the Classroom Walkthrough Tool to monitor instruction and provide actionable feedback to teachers. Teachers will receive professional development on B.E.S.T standards and instructional strategies so they can incorporate research based strategies to teach students at the rigor of the standards.
Person responsible for monitoring outcome:	Melissa Sarasty (melissa.sarasty@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Professional development on the topics of standards-based instruction and authentic engagement strategies will be provided to teacher to increase their pedagogy throughout the school year. Professional development will be presented in differentiated workshops, facilitated common planning meetings, and during the coaching cycle.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Classroom observation data indicates teachers need additional support implementing pedagogical practices that include collaborative conversations and engagement activities during instruction. Coaches will model and co teach with teachers while implementing the coaching cycle to support instruction. Kagan strategies will be used throughout professional developments so teachers can take these engagement strategies back to their classrooms.

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.

1. Common planning on instructional strategies that can be incorporated into all curriculum areas.
2. Professional development on Wonders, Envision, and B.E.S.T K-5 Math and ELA standards and benchmarks. Use of vertical alignment of standards across all curricular areas.
3. Classroom Walkthroughs will look for transfer of instruction from Professional Learning Communities (PLC) meetings and provide teachers with feedback.
4. Intervention teachers to provide differentiated instruction to students in need of Tier II instruction build foundational skills.

Person Responsible Melissa Sarasty (melissa.sarasty@ocps.net)

Teachers requiring additional support will participate in the coaching cycle with a resource teacher. The resource teacher will document the strategies that are being implemented with the teacher and the progress occurring in the coaching cycle.

Person Responsible Madison Jones (madison.jones@ocps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 2020-2021 Florida Standards Assessment (FSA) data indicated that our learning gains were at 36%, and up to 57% on the 2021-2022 Florida Standards Assessment (FSA). However, our 2021-2022 Florida Standards Assessment (FSA) data indicated that 64% of our students scored below proficiency (a level 3) in English Language Arts (ELA). Instructional practice relating to standards based instruction in English Language Arts (ELA) focuses on supporting teachers to deliver standards-based lessons during whole group while providing appropriate scaffolds when necessary. We also will ensure that teachers are supported with planning and implementing differentiated small group instruction that meets the needs of individual students. Teachers will also receive support with implementing collaborative opportunities for their students in the classroom so the students are accountable for the learning taking place within each lesson.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, the Reading FAST data will show an increase in proficiency of at least 4% from 36% proficiency to 40%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Reading growth for K-5 students will be measured utilizing the FAST administered in August/September, December/January, and April/May, i-Ready diagnostics, CRM Assessments, Tier II and III instruction, SIPPS, classroom walkthrough data and trends, teacher observation, and LLI running records.
Person responsible for monitoring outcome:	Melissa Sarasty (melissa.sarasty@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Our students are ability grouped in grades K-5. We adjust students based on the most current triangulated data. We provide Tier I instruction for whole group and small group that addresses the B.E.S.T standards and it is targeted to meet the needs of all learners. K-5 teachers provide phonics instruction utilizing the three part drill -where primary teachers emphasize decoding strategies and intermediate teachers emphasize decoding multisyllabic words. Our K-5 teachers seek answers to higher order questions during instruction. Teachers explicitly model as necessary, differentiate instruction in small groups and provide opportunities for students to productively struggle with guided support. We

implemented for this Area of Focus.	incorporate opportunities for students to understand vocabulary with highly engaging activities that reinforce prior learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	These strategies were selected because they address the area of need at our school. The three part drill for K-5 addresses the achievement gap for decoding grade-level academic vocabulary. Phonics from the foundational section of the Curriculum Resource Materials (CRM) is used to plan for the three part drill. Our strategy of seeking to ask higher order questions that are standards aligned to our students ensures that all students have a deeper understanding of the text. Explicit vocabulary instruction is aligned with activities ensures all students have multiple opportunities to demonstrate their understanding of words within a text.

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.

1. Facilitate Professional Learning Communities that address student achievement
2. Provide professional development on areas of need (Kagan Strategies, how to implement small group instruction, monitoring student understanding, using data to reteach)
3. Analyze and triangulate data
4. Ensure lesson delivery is standards based
5. Provide opportunities for effective lesson planning with peers and coaches

Person Responsible	Krista Perino (krista.perino@ocps.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 2020 - 2021 Florida Standards Assessment (FSA) data indicated that our learning gains were at 24%, and up to 65% on the 2021 - 2022 Florida Standards Assessment. However, our 2021-2022 Florida Standards Assessment (FSA), data indicated that 58% of our students scored below proficiency (a level 3) in Mathematics. Instructional practice specifically relating to standards-aligned mathematics with a focus on supporting teachers in how to use research-based practices for whole group and differentiated small group instruction will be the focus. Students need to be provided with consistent opportunities to be successful with the standards and show their learning with the intention being that they receive immediate feedback to correct misconceptions in their thinking.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, The Math FAST data will show an increase in proficiency of at least 8% percentage points from 42% to 50%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Math Growth for Kindergarten - fifth grade will be measured with the following ongoing progress monitoring tools: Classroom Walkthroughs, Multi Tiered Systems of Support data analysis process, Symphony Math progress monitoring, District Standards-Based Unit Assessments and Tier II and Tier III instruction.
Person responsible for monitoring outcome:	Melissa Sarasty (melissa.sarasty@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	A focus will be how we analyze data, analyze instructional practices and make necessary adjustments that improve student outcomes. Our students are ability grouped in grades K through 5 for intervention and it will be adjusted according to triangulation data. Standards-based Tier II instruction will be explicit and systematic. Strategies include opportunities for students to work with visual representations of mathematical ideas, concrete manipulatives, independent practice with immediate feedback and fluency integration into Tier II instruction, and after school tutoring.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This selected instructional practice(s) has/have a strong level of evidence, as noted in the Institute of Education Sciences Guide for Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools. The strategies were selected because the evidence based practice addresses the identified needs.

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.

Due to the use of classroom walkthrough and standards-based unit assessment data, we will:
1. Continue the structures of common planning to support intentionally incorporating explicit and systematic instruction
2. Use the district created K-5 Common Planning resources to guide the agenda and discussions
3. Provide professional learning, which will include building content knowledge beyond common planning
4. Intentionally plan for small group instruction to include the use of concrete manipulatives and fluency practice

Person Responsible   Tanika Byrd (tanika.byrd@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

Using data from the end of 2021-22 school year, it is indicated that 82% of Kindergarteners scored at proficiency in ELA. In first grade 39% of students ended the year at proficiency whereas 61% of students scored below level. In second grade 51% of students scored at proficiency, with 49% of students scoring below.

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

On the latest Florida Standards Assessment (FSA), data indicated that 64% of our students scored below a level 3 in English Language Arts.

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 new 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: Measureable Outcome(s)

The 2023 Reading FAST will show an increase of at least 4% from 36% proficiency to 40% proficiency by the end of May, 2023.

Grades 3-5: Measureable Outcome(s)

The 2023 Reading FAST will show an increase of at least 4% from 36% proficiency to 40% proficiency by the end of May, 2023.

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 take place with evaluating impact at the end of the year.

Reading growth for K-5 students will be measured utilizing the FAST Assessment administered in August/September, December/January, and April/May, i-Ready diagnostics, CRM Assessments, Tier II and Tier III instruction, SIPPS, and LLI running records.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Sarasty, Melissa, melissa.sarasty@ocps.net

Evidence-based Practices/Programs:
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?

Our students are ability grouped in grades Kindergarten through 5th grade. We adjust students based on the most current triangulated data. We provide Tier I instruction for whole group and small group that addresses the B.E.S.T. standards and is targeted to meet the needs of all learners. Kindergarten through 5th grade teachers provide phonics instruction utilizing the three part drill where primary teachers emphasize decoding strategies and intermediate teachers emphasize decoding multisyllabic words. Our Kindergarten through 5th grade teachers seek answers to higher order questions during instruction. They explicitly model as necessary and provide opportunities for students to productively struggle with guided support. We incorporate opportunities for students to understand vocabulary with highly engaging activities every Wednesday.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

These strategies were selected because they address the area of need at our school. The three part drill for Kindergarten through 5th grade addresses the achievement gap for decoding grade-level words. Our strategy of seeking to ask higher order questions that are standards aligned to our students ensures that all students have a deeper understanding of the text. Explicit vocabulary instruction aligned with activities ensures all students have multiple opportunities to demonstrate their understanding of words within a text.

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
Facilitating Professional Learning Communities (PLC) that address student achievement using data driven discussions and decision making.	Perino, Krista, krista.perino@ocps.net
Ensure lesson delivery is standards based - this will be observed during classroom walkthroughs, informal and formal evaluations, and in Professional Learning Community discussions.	Sarasty, Melissa, melissa.sarasty@ocps.net
Completing coaching cycles as needed with Tier II and III teachers. Administration will monitor these needs through classroom walkthrough data and student achievement data.	Sarasty, Melissa, melissa.sarasty@ocps.net

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

Lovell Elementary strives to cultivate a positive school culture and environment that collaborates with stakeholders in school decisions, and seeks to be a welcoming place for all students and their families. Numerous opportunities are provided for parents and families to be involved and engaged in their scholar's education. The school holds numerous culture events throughout the year to celebrate the vast diversities of our families. Curriculum nights, as well as School Advisory Council (SAC) and Parent Teacher Association (PTA) meetings are held monthly. Parents are encouraged to attend these workshops and activities to receive information about curriculum, testing, and strategies that can be implemented at home to help their scholar succeed.

At the beginning of every school year, Lovell holds our annual Meet the Teacher event that welcomes families in to the school with the intended goal being to engage with their child's new teacher, learn about

programs being offered at the school, and to even receive supplies for the school year. Prior to the new school year beginning, we hold a kindergarten orientation where families are introduced to the school, kindergarten curriculum and classroom requirements. Kindergarten parents are also given a first day of school breakfast where they receive additional information pertaining to the school year.

To keep stakeholders abreast of school information, communication is provided through the school's website, newsletters, ConnectED messages, Class Dojo messages and posts, flyers, and social media.

The Parent Engagement Liaison (PEL), in collaboration with the school faculty and staff, works closely with parents to assists with strategies when working at home with students.

Counseling and mentoring services are available to students who may need the support. The guidance counselor provides services including counseling to small groups and individual students. A full time ALPHA counselor is on campus to support the needs of students in grade kindergarten and first grade. Referrals for mental health counseling to outside agencies are provided when necessary. A mentoring group for students will be provided during the upcoming school year.

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

In order to achieve large scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. All parents, students, faculty and staff, and the surrounding community with come together to create a culture of learning at Lovell Elementary School. Building meaningful relationships with students will be a huge initiative in an effort to cultivate bonds that our students need to be successful. Community members will be actively pursued and encouraged to support appropriate school initiatives and functions. Through a distributive leadership model, our school with strengthen the team dynamics necessary to support positive organizational improvement and change.