

# Lovell Elementary



2014-15 School Improvement Plan

## Lovell Elementary

800 N WELLS ST, Apopka, FL 32712

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

100%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

85%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	B

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To be the top producer of successful students in the nation.

##### **Provide the school's vision statement**

To lead our students to success with the support and involvement of families and the community.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Our CCT organizes the Multilingual Parent Leadership Council. This organization meets monthly to discuss various topics such as, how parents can be involved in their child's learning, finding ways to motivate their children at home and school, college readiness, etc. The group also meets at "Coffee Chat", which allows parents to talk with administrators and teachers about various social and life management issues they have with their children. Lovell also hosts "Hispanic Heritage Month" celebration. This event embraces the various Hispanic cultures with interactive activities and food tasting for the teachers, parents and students, which build culture awareness. Our Guidance Counselor, invites various organizations that provide food, clothing, health and tutoring services for the students and parents. Monthly, PTO/SAC, which consists of parents, teachers and administrators to discuss various topics in regards to increasing student achievement. Lovell teachers, hosts academic nights (reading, math, and science), which provides parents with curriculum information and engaging activities for both parents and students.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Upon arrival, all students are directed to the cafeteria, where they are provided a free breakfast. After students eat their breakfast, they are then directed to specific covered areas of the school, such as the hallways and various classrooms. The covered areas protect students from harsh weather and also provide a quiet place to read and study. There are sixteen adults that supervise the areas in the morning to ensure safety for all students upon arrival. In the afternoon, all teachers are on post in dismissal areas such as the bus loop and front entrance (car pick up). The teachers are present in all areas to ensure safety of all students and to proactively address any inflammatory situations in order for all students to feel safe and respected.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Lovell Elementary has implemented the P.A.W.S program (Positive Attitude, Always Safe, Well prepared, Show respect), which is a positive, proactive behavioral system. The system provides instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. Expectations of behaviors are posted throughout the school to help remind students of what is expected of them. Teachers also provide the instructional piece of the program to the students on behavioral and procedural expectations.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Lovell Elementary has implemented an ALPHA program as part of special area rotations for third and fourth grades. The program provides an educational piece that consists of life management and social skills. The program also provides individual and group counseling, which also extends to the families of Lovell Elementary. This program is a preventive program that will help students with their social-emotional needs. A School-wide mentoring program is also implemented, which consists of mentors who are administrators, teachers and paraprofessionals. The mentors meet with an assigned student (mentee) weekly to provide them with academic and emotional support.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Attendance below 90 percent

- Registrar monitors attendance weekly
- Registrar sends out truancy warning letters to inform parents of state policies/laws

One or more suspensions

- Assistant Principal monitors suspensions through EDW
- A school-wide mentoring program is in place to help guide students on making good choices
- ALPHA is a counseling program that is offered to grades 3rd and 4th, which provides social and life management skills
- School guidance counselor also provides emotional and physical support for those who are at risk

Course failure ELA or Math

- Monitor student's common summative assessments weekly through grade level data meetings
- Provide proper interventions (MTSS)
- reteach and reassess students on struggling skills

A Level 1 score on statewide, standardized assessments in English Language Arts or mathematics

- Monitor student's common summative assessments weekly through grade level data meetings
- Provide proper interventions (MTSS)
- reteach and reassess students on struggling skills

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28	20	19	18	14	8	107
One or more suspensions	0	3	7	4	21	13	48
Course failure in ELA or Math	0	0	23	14	11	20	68
Level 1 on statewide assessment	0	0	0	38	29	34	101

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	8	19	13	19	59

### **Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Student of the Month is a recognition program where teachers select students that are improving or working hard to improve their academic and social skills in the classroom. The students also exhibit the character topic of the month, part of the Character Education program.

Perfect Attendance awards are giving out each grading period for students who attend every day and are not tardy.

BUG Awards (Bringing Up Grades) are giving out each grading period for students that make improvement in at least one particular subject area while not dropping their grades in any other subject area from the previous grading period. This recognizes improvement for those students who have not made the honor roll.

“Read to Succeed” is a reading tutoring program that is provided through the Minority Achievement Office to help low performing reading students. Our target group is first and second grade African-American students and any other student who is struggling with reading skills. The tutors meet in the teachers classrooms during the reading block.

MPLC (Multilingual Parent Leadership Counsel) meets four times a year to provide community resources and training to our ELL parents to support their child's academic success.

Saturday school tutoring occurs every other Saturday from 8:30-11:30 for the months of September through March. The focus group is for grades 3-5 that are performing below grade level in math, reading, science and writing. Transportation is provided.

### **Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

#### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

Yes

#### ***PIP Link***

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/172852>.

#### ***Description***

A PIP has been uploaded for this school or district - see the link above.

#### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Lovell's Partners in Education coordinator reaches out to local businesses to establish partnerships that support our families, curriculum nights, student incentives, and teachers.

Lovell has developed a partnership with two local businesses for their employees to provide weekly mentoring and tutoring services for our 3-5 students. Each third, fourth, and fifth grade classroom teacher is provided a volunteer one day a week to work with struggling readers in their classroom.

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### **School Leadership Team**

## Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Aguirre, Oscar	Principal
Barton-Buggs, Tamara	Assistant Principal
Gunter, Kathryn	Instructional Coach
Willard, April	Instructional Coach
Connena, Kimberly	Instructional Coach
Rojas, Jennifer	Teacher, ESE
Mosquera, Andria	Instructional Coach
Wallace, Mary	Guidance Counselor

## Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

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.

North Learning Community - Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

We facilitate the interpretation and analysis of Tier 1 data through the monitoring of common assessments, FAIR-FS data, and benchmark assessments as often as these results are provided. Tier 2/3 data is analyzed and discussed through bi-weekly data meetings with grade level professional learning communities and individual meetings with teachers. The MTSS leadership team will hold data bi-weekly 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.

#### 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

**School Advisory Council (SAC)**

**Membership**  
 Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sally McSwain	Parent
Maria Sedano	Parent
Oscar Aguirre	Principal
Andria Mosquera	Teacher
Antonia Ramos	Parent
Kathryn Gunter	Teacher
Cristina Trujillo	Parent
Traici Mendoza	Parent
Maria Aguilar	Parent
Ma Angeles Juramillo	Parent

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

In May 2014, SAC met to evaluate the 2013-14 school improvement plan. It was determined that all areas of the school improvement plan had been addressed. SAC recommended the 2014-2015 school improvement continue to reflect goals for rigorous classroom instruction and intervention plans for struggling students.

*Development of this school improvement plan*

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.

*Preparation of the school's annual budget and plan*

The administrative team collaborated with SAC on allocations of school improvement funds and school improvement barriers and goals.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

\$4105.00 will be used to provide substitute teachers so classroom teachers can attend professional development to improve their pedagogical skills.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Barton-Buggs, Tamara	Assistant Principal
Willard, April	Instructional Coach
Bonnewitz, Sheila	Instructional Media
Clay, Brittany	Teacher, K-12
Green, JaQuira	Teacher, K-12
Kohler, Courtney	Teacher, K-12
Ramirez, Andrea	Teacher, K-12
Rosen, Marla	Teacher, ESE
Steward, Danielle	Teacher, K-12
Weigley, Kathleen	Teacher, K-12
West, Lindsay	Teacher, K-12
Zec, Antoinette	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

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

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Lovell provides protected weekly collaborative planning time for each grade level. Each grade level is given one hour each week to meet as a professional learning community (PLC) to collaboratively plan their instruction. Each PLC writes norms and SMART goals to encourage positive working relationships during their meetings and focus their planning. When PLCs meet, they are following a specific agenda to focus their conversations and to help them achieve the goals they have written. Coaches are assigned to grade levels to support their planning.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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.

### **Describe the school's teacher mentoring program, including the rationale for pairings and 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 four beginning teachers this school year. They have been assigned experienced mentors with evidence of achieving high standards and working with beginning teachers.

#### **Mentor/Mentee/Rationale**

Alexis Siegel is a beginning teacher in 3rd grade. Sharon Verner is an experienced 3rd grade teacher. She excels in her teaching and has a wealth of knowledge working with beginning teachers.

Erin Hassey is a beginning teacher in 4th grade. JaQuira Green is an experienced 3rd grade teacher and is pursuing her master's degree. She is writing her thesis on providing support to beginning teachers.

Jaqueline Brown is a beginning teacher in 5th grade. Jessica Hunsberger is an experienced 5th grade teacher and is the team leader. She excels in her teaching and has experience working with beginning teachers.

Kourtney McDuffie is a beginning teacher in 5th grade. Kathryn Gunter is the instructional coach and has experience working with alternative certification 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 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.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

There are required weekly PLC's for each grade level that allows the teachers to collaborate on unwrapping the Florida standards and align them to their common assessments. The CRT, Math and Reading coaches are present to assist in the lesson planning of the PLC's to ensure that the standards are aligned with the level 3 teacher created common assessments. The CRT, Math and Reading coaches also provide the appropriate resources that are aligned with the common core standards for implementation. Bi- weekly meetings between teachers and administration will occur to monitor data and students progress in relation to common core standards expectations.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Every week during the administrative PLC, data is used to create and refine instructional plans for the school to ensure student success. Grade level data meetings and MTSS meetings take place every other week to help grade levels and individual teachers create instructional plans for their classes and/or individual students.

During MTSS meetings, class and student data is reviewed to identify which students are in need of further support. During these MTSS meetings, decisions are made to modify or supplement instruction to assist struggling students. Tier 2 and/or Tier 3 instruction could be added for a student based on how they are responding to instruction.

Students who are demonstrating proficiency on assessments are provided with opportunities in the classroom to practice and sustain new skills through learning centers and small group instruction. Advanced students are provided opportunities during learning centers and small group instruction to accelerate their thinking and learning to a higher level.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 1

Level 1 and Level 2 reading and math students will be provided with Saturday school tutoring. Saturday tutoring will take place twice a month for three hours during which students will receive both reading and math tutoring. The instruction will be based on the diagnostic assessment (including benchmark and formative assessments) each student will take using the iStation computer system. The iStation system will provide tutors with specific areas of strength and weakness so they can group students for instruction and target skill deficits. Tutoring will begin September 27 and will continue until April 2015.

### **Strategy Rationale**

Tutoring will focus on Level 1 and Level 2 reading and math students to help close their achievement gaps. These students will be provided explicit small group instruction targeting skill deficits to increase student success during Tier 1 instruction in the classroom.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Barton-Buggs, Tamara, tamara.barton@ocps.net

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Teachers will use iStation as well as benchmark, formative assessments, 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 iStation system. The progress monitoring data will be graphed and reported to school and district administration. Quarterly benchmark assessments will be administered using iStation to help teachers plan instruction.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

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.

### **College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase the effectiveness of daily standards based instruction.
- G2.** Student achievement will increase, as a result of progress monitoring intervention implementation and student data (MTSS) bi-weekly.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. To increase the effectiveness of daily standards based instruction. 1a**

G035793

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Reading - All Students	62.0
FCAT 2.0 Science Proficiency	46.0
CELLA Writing Proficiency	40.0
AMO Math - African American	49.0
AMO Math - ELL	58.0
AMO Math - SWD	39.0
AMO Reading - ELL	58.0
AMO Reading - SWD	43.0
AMO Reading - African American	56.0

**Resources Available to Support the Goal 2**

- Common planning agenda, lesson plan template, Journey's teacher edition, Go Math, test item specs, Florida standards, Core Connections Writing, Scott Foresman Science and Social Studies curriculum, Instructional coaches, Principal/Asst Principal, Performance Matters data, FAIR-FS data, formative assessment data, Lexia, iStation, Imagine Learning, ST Math, Core and PAST data, and Aspens data

**Targeted Barriers to Achieving the Goal 3**

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

**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Oscar Aguirre

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

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

**G2.** Student achievement will increase, as a result of progress monitoring intervention implementation and student data (MTSS) bi-weekly. **1a**

G035794

**Targets Supported** **1b**

Indicator	Annual Target
Math Gains	73.0
Math Lowest 25% Gains	77.0
AMO Math - African American	49.0
AMO Reading - African American	56.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	63.0
AMO Math - ELL	58.0
AMO Math - SWD	39.0
AMO Reading - ELL	58.0
AMO Reading - SWD	43.0

**Resources Available to Support the Goal** **2**

- Performance Matters Data, Core and PAST, Core Connections, Aspens, iStation, Lexia, STAR Math, and FAIR-FS; Instructional Coaches, Principal/Asst Principal, District Coaches, and Researched-Based Core Reading and Math programs.

**Targeted Barriers to Achieving the Goal** **3**

- 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 G2.** **8**

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

**Person Responsible**

Oscar Aguirre

**Schedule**

Biweekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

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

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase the effectiveness of daily standards based instruction. **1**

 G035793

**G1.B1** Teachers lack of understanding with common planning, deconstructing standards, creating formative assessments, and selection of effective strategies to match diverse student needs. **2**

 B085803

**G1.B1.S1** Implement coaching cycle on core instruction including small groups and centers. **4**

 S096499

### Strategy Rationale

The coaching cycle will target teachers in need with specific instructional strategies to improve the effectiveness of instruction.

### Action Step 1 **5**

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 engagment: collaborative structures, student to student discourse, generate hypotheses, and explicit vocabulary instruction.

### Person Responsible

Oscar Aguirre

### Schedule

Monthly, from 9/1/2014 to 6/5/2015

### Evidence of Completion

Lesson plans, classroom walkthroughs, common assessments, benchmark assessments, FAIR-FS data, teacher conferencing, and student achievement data.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Coaching Cycle: Pre-conference/Planning, Model/Debrief, Co-Teach/Collaborate, Observation with Feedback, Administration will meet with coaches monthly to discuss the status and implementation of the coaching cycle.

**Person Responsible**

Oscar Aguirre

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

***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 Implementation of G1.B1.S1 7**

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

**Person Responsible**

Oscar Aguirre

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

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

**G1.B1.S2** Deconstruct/unpack Florida Standards/NGSSS during common planning time. Teachers will collaboratively plan to develop rigorous lessons. 4

 S096500

### **Strategy Rationale**

Teachers need to understand the standards to be able to plan rigorous lessons.

### **Action Step 1** 5

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 Responsible**

Oscar Aguirre

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

PLC agendas, lesson plans, classroom walkthroughs, teacher conferencing, student achievement data: benchmark assessments, FAIR-FS data, common assessments, teacher conferencing

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Common Planning of Standards Based Lessons

#### **Person Responsible**

Oscar Aguirre

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Effectiveness of daily standards based instruction

**Person Responsible**

Oscar Aguirre

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student achievement data: benchmark assessments, FAIR-FS 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. 4

 S096501

**Strategy Rationale**

Professional development will target areas of need based on assessment and walkthrough data.

**Action Step 1 5**

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, 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 all teachers.

**Person Responsible**

Oscar Aguirre

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans, classroom walkthroughs, teacher conferencing

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Professional Development

**Person Responsible**

Kathryn Gunter

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

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

**Person Responsible**

Kathryn Gunter

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

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

**G2.** Student achievement will increase, as a result of progress monitoring intervention implementation and student data (MTSS) bi-weekly. 1

G035794

**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. 2

B085804

**G2.B1.S1** Administer diagnostic assessments for struggling students to target reading, math, and writing instruction during Tier 2/3 intervention 4

S096502

### Strategy Rationale

Diagnostic assessments data drive differentiated instruction to improve the specific needs of struggling students.

### Action Step 1 5

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 Responsible

Tamara Barton-Buggs

#### Schedule

Every 6 Weeks, from 8/25/2014 to 6/5/2015

#### Evidence of Completion

results of diagnostic assessments, intervention plans, progress monitoring data

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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

#### Person Responsible

Tamara Barton-Buggs

#### Schedule

Quarterly, from 8/25/2014 to 6/5/2015

#### Evidence of Completion

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

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Instructional delivery and effectiveness of Tier 2/3 instruction

**Person Responsible**

Tamara Barton-Buggs

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Progress monitoring data, intervention plans, programmatic observational walkthrough checklist, student achievement data: common assessments, FAIR-FS data, benchmark 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. 4

 S096503

**Strategy Rationale**

Teachers need to be able to closely monitor the progress of students receiving interventions to be able to adjust small groups and instruction to meet the individual needs of each student.

**Action Step 1** 5

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

**Person Responsible**

Tamara Barton-Buggs

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

results of diagnostic assessments, intervention plans, progress monitoring data

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Use of MTSS and formative/summative assessment data to plan for Tier 2/3 instruction and intervention plans.

**Person Responsible**

Tamara Barton-Buggs

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

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

**Person Responsible**

Tamara Barton-Buggs

**Schedule**

Biweekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

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

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	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,	Aguirre, Oscar	9/1/2014	Lesson plans, classroom walkthroughs, common assessments, benchmark assessments, FAIR-FS data, teacher conferencing, and student achievement data.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	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.				
G1.B1.S2.A1	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.	Aguirre, Oscar	8/18/2014	PLC agendas, lesson plans, classroom walkthroughs, teacher conferencing, student achievement data: benchmark assessments, FAIR-FS data, common assessments, teacher conferencing	6/5/2015 weekly
G1.B1.S3.A1	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, 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 all teachers.	Aguirre, Oscar	8/18/2014	Lesson plans, classroom walkthroughs, teacher conferencing	6/5/2015 monthly
G2.B1.S1.A1	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.	Barton-Buggs, Tamara	8/25/2014	results of diagnostic assessments, intervention plans, progress monitoring data	6/5/2015 every-6-weeks
G2.B1.S2.A1	Teachers will receive Professional Development and support on analyzing benchmark assessments and common formative assessments, FAIR-FS and progress monitoring data.	Barton-Buggs, Tamara	8/18/2014	results of diagnostic assessments, intervention plans, progress monitoring data	6/5/2015 biweekly
G1.MA1	All students meeting high standards in reading, math, science, and writing skills	Aguirre, Oscar	8/18/2014	Administration PLCs, data meetings, student achievement data: common assessments, FAIR-FS data, benchmark assessments, classroom walkthroughs, and teacher conferencing.	6/5/2015 weekly
G1.B1.S1.MA1	Improved Tier 1 instruction including small groups and centers resulting in student achievement in reading, math, science, and writing skills.	Aguirre, Oscar	8/18/2014	Coaching logs/binder, data meetings, student achievement data: common assessments, FAIR-FS data, benchmark assessments, classroom	6/5/2015 daily

**Orange - 0821 - Lovell Elementary - 2014-15 SIP**  
*Lovell Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				walkthroughs, and teacher conferencing.	
G1.B1.S1.MA1	Coaching Cycle: Pre-conference/ Planning, Model/Debrief, Co-Teach/ Collaborate, Observation with Feedback, Administration will meet with coaches monthly to discuss the status and implementation of the coaching cycle.	Aguirre, Oscar	9/1/2014	Coaching binder with evidences, strategies, and notes; Marzano Pre/ Post-conference notes, Classroom walk through data, teacher conferencing, Marzano Deliberate Practice	6/5/2015 monthly
G1.B1.S2.MA1	Effectiveness of daily standards based instruction	Aguirre, Oscar	8/18/2014	Student achievement data: benchmark assessments, FAIR-FS data, common assessments, teacher conferencing; Marzano observations, classroom walkthrough checklists	6/5/2015 daily
G1.B1.S2.MA1	Common Planning of Standards Based Lessons	Aguirre, Oscar	8/18/2014	Lesson Plans, PLC Agendas, classroom walkthroughs, teacher conferencing; data meetings; Student achievement data: benchmark assessments, FAIR-FS data, common assessments, and teacher conferencing.	6/5/2015 weekly
G1.B1.S3.MA1	Utilization of professional development strategies embedded into lesson plans and classroom instruction	Gunter, Kathryn	8/18/2014	Classroom walkthroughs, teacher conferencing, Pre/Post conferencing Marzano observations; lesson plans, and student achievement data: benchmark assessments, FAIR-FS data, common assessments.	6/5/2015 monthly
G1.B1.S3.MA1	Professional Development	Gunter, Kathryn	8/18/2014	sign in sheets, PLC Agendas, classroom walkthroughs, and teacher conferencing	6/5/2015 monthly
G2.MA1	Student achievement will increase by analyzing student data to improve Tier 2/3 instruction within the MTSS process.	Aguirre, Oscar	9/1/2014	Progress monitoring data, intervention plans, programmatic observational walkthrough checklist, student achievement data: common assessments, FAIR-FS data, benchmark assessments, classroom walkthroughs, and teacher conferencing.	6/5/2015 biweekly
G2.B1.S1.MA1	Instructional delivery and effectiveness of Tier 2/3 instruction	Barton-Buggs, Tamara	9/1/2014	Progress monitoring data, intervention plans, programmatic observational walkthrough checklist, student achievement data: common assessments, FAIR-FS data, benchmark assessments, classroom walkthroughs, and teacher conferencing.	6/5/2015 weekly
G2.B1.S1.MA1	Diagnostic Assessments used to identify struggling students in reading, math, and writing	Barton-Buggs, Tamara	8/25/2014	Results of diagnostic assessments, intervention plans, and progress monitoring plans	6/5/2015 quarterly
G2.B1.S2.MA1	Use of MTSS and formative/summative data to make instructional changes to Tier 2/3 instruction and intervention plans.	Barton-Buggs, Tamara	9/1/2014	Progress monitoring data, intervention plans, programmatic observational walkthrough checklist, student achievement data: common assessments, FAIR-FS data, benchmark assessments, classroom walkthroughs, and teacher conferencing.	6/5/2015 biweekly
G2.B1.S2.MA1	Use of MTSS and formative/summative assessment data to plan for Tier 2/3 instruction and intervention plans.	Barton-Buggs, Tamara	8/18/2014	Intervention plans, progress monitoring data, student achievement data: common assessments, FAIR-FS data, benchmark assessments, classroom walkthroughs, and teacher conferencing.	6/5/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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, creating formative assessments, 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, District coaches

#### Participants

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

#### Schedule

Monthly, from 9/1/2014 to 6/5/2015

**G1.B1.S2** Deconstruct/unpack Florida 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, District coaches

#### Participants

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

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

**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, 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 all teachers.

#### **Facilitator**

Grade Chairs, Instructional Coaches, Principal/Asst Principal

#### **Participants**

All teachers, Instructional Coaches, Principal/Asst Principal

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**G2.** Student achievement will increase, as a result of progress monitoring intervention implementation and student data (MTSS) bi-weekly.

**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

### **PD Opportunity 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.

#### **Facilitator**

Reading and math coach will provide training for teachers to administer and interpret diagnostic assessments to form intervention small groups with specific instructional plans. Coaches will also provide professional development for intervention materials used during Tier 2/3 to improve student achievement.

#### **Participants**

Classroom teachers

#### **Schedule**

Every 6 Weeks, from 8/25/2014 to 6/5/2015

**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 common formative assessments, FAIR-FS and progress monitoring data.

#### **Facilitator**

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

#### **Participants**

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

#### **Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To increase the effectiveness of daily standards based instruction.	74,618
<b>Goal 2:</b> Student achievement will increase, as a result of progress monitoring intervention implementation and student data (MTSS) bi-weekly.	28,493
<b>Grand Total</b>	<b>103,111</b>

### Goal 1: To increase the effectiveness of daily standards based instruction.

Description	Source	Total
<b>B1.S2.A1</b> - Staff Development funding to provide materials and substitutes for common planning and professional development.	Title I Part A	20,085
<b>B1.S3.A1</b> - An instructional coach has been purchased to provide professional development for classroom teachers, especially beginning teachers.	Title I Part A	50,428
<b>B1.S3.A1</b> - School Improvement funds will be used to provide substitutes for professional development.	School Improvement Funds	4,105
<b>Total Goal 1</b>		<b>74,618</b>

### Goal 2: Student achievement will increase, as a result of progress monitoring intervention implementation and student data (MTSS) bi-weekly.

Description	Source	Total
<b>B1.S1.A1</b> - Purchase of Aspens student materials, STAR testing, and Core Connections Training, and Write Score.	Title I Part A	9,750
<b>B1.S1.A1</b> - Voyager Passport Student Materials and REWARDS student materials purchased for reading intervention.	General Fund	18,743
<b>Total Goal 2</b>		<b>28,493</b>