

Orange County Public Schools

Lovell Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lovell Elementary

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<https://lovelles.ocps.net/>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
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
		<p>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.</p>
Murray, Lisa	Staffing Specialist	<p>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.</p>
Perino, Krista	Reading Coach	<p>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.</p>

Stakeholder Involvement and SIP Development

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

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

Lovell Elementary has worked diligently to involve all stakeholders in working on the continuous improvement of the school. Our students formed a student government body with which they elect peers to represent their interests and suggestions for improving student satisfaction at school. We have a fully functioning PTA that has worked to get parents involved in school activities, and collaborate they with community members to provide resources to the school community . In addition, our teachers have dedicated their time to attending planning meetings for school improvements and providing suggestions for how improvement our performance for the upcoming year. Lastly, our local businesses have been sourced to provide support to our school in numerous ways. This includes monetary donations for student and teacher supplies, and attending school events to share with families what is available in the community.

SIP Monitoring

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

The SIP is shared not only with the leadership team, but all staff, and families. Our plan is discussed and provided to all stakeholders to ensure that their in consistency in the message we are sending and to make sure all parties know the role they play in school improvement. The SIP is discussed in PLCs, goals are displayed in the school and shared with families, and revised as needed using data driven decision making.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	86%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	7	41	28	24	30	20	0	0	0	150	
One or more suspensions	0	3	1	1	3	13	0	0	0	21	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	2	36	38	0	0	0	76	
Level 1 on statewide Math assessment	0	0	0	2	32	34	0	0	0	68	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	30	28	25	36	0	0	0	0	119	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	16	8	10	43	31	0	0	0	108

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	8	38	32	46	38	45	0	0	0	207	
One or more suspensions	0	0	0	0	2	6	0	0	0	8	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	10	32	45	0	0	0	87	
Level 1 on statewide Math assessment	0	0	0	10	31	41	0	0	0	82	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

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

The number of students identified retained:

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	8	38	32	46	38	45	0	0	0	207	
One or more suspensions	0	0	0	0	2	6	0	0	0	8	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	10	32	45	0	0	0	87	
Level 1 on statewide Math assessment	0	0	0	10	31	41	0	0	0	82	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	57	53	36	56	56	35		
ELA Learning Gains				57			36		
ELA Lowest 25th Percentile				56			30		
Math Achievement*	41	60	59	42	46	50	36		
Math Learning Gains				65			25		
Math Lowest 25th Percentile				56			18		
Science Achievement*	37	63	54	40	61	59	34		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	68	59	59	62			41		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	218
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	414
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	4	1
ELL	38	Yes	1	
AMI				
ASN				
BLK	29	Yes	1	1
HSP	43			
MUL				
PAC				
WHT	50			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	3	
ELL	47			
AMI				
ASN				
BLK	54			
HSP	50			
MUL				
PAC				
WHT	52			
FRL	50			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			41			37					68
SWD	13			9			18				5	60
ELL	31			35			31				5	68
AMI												
ASN												
BLK	27			31			37				4	
HSP	34			39			36				5	69
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	42			62			47				4	
FRL	32			39			33				5	69

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	36	57	56	42	65	56	40					62
SWD	7	54	61	7	43	40	14					
ELL	38	52	40	43	62	54	28					62
AMI												
ASN												
BLK	23	72		30	76	80	43					
HSP	37	56	50	43	64	53	35					61
MUL												
PAC												
WHT	49	50		54	56		53					
FRL	34	55	54	38	64	56	39					56

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	35	36	30	36	25	18	34					41
SWD	11	20	25	5	13		10					40
ELL	33	41	29	34	20	18	30					41
AMI												
ASN												
BLK	25	14		35	22		19					
HSP	35	40	33	33	25	21	33					42
MUL												
PAC												
WHT	51			52			75					
FRL	33	32	28	31	23	11	35					42

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

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

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	54%	-22%	54%	-22%
04	2023 - Spring	41%	60%	-19%	58%	-17%
03	2023 - Spring	36%	52%	-16%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	59%	-1%	59%	-1%
04	2023 - Spring	40%	62%	-22%	61%	-21%
05	2023 - Spring	38%	55%	-17%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	59%	-22%	51%	-14%

III. Planning for Improvement

Data Analysis/Reflection

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

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

According to data from our 22-23 school year, our lowest-performing area was English Language Arts (ELA). We increased slightly by two percentage points from 36% in the 21-22 school year to 38 in the 22-23 school year. We know that our Science scores tie directly to our ELA scores in that students need the background knowledge, and hands-on experiences to be successful. In addition, much of the Science assessment is reading through lengthy, technical questions. In ELA, as a school, students need extra support in the areas of vocabulary and comprehension of informational & complex text. Students have shown improvement in the areas of phonemic awareness and phonics. There is a need for increased opportunities for students to practice fluent reading throughout the school day to build stamina and fluency.

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

The largest decline from the previous year was in 5th-grade Science. Our 21-22 proficiency was at 40% and declined by 3% to 37% at the end of the 22-23 school year. We attribute this decline to a few factors including a rigorous vocabulary curriculum, the need for in-depth language acquisition to comprehend and use informational text, and lastly students not making the major connection between the hands-on experiments and how they tie to the content they are learning.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average was ELA. The state proficiency level for ELA was 16% higher at 54% than our school proficiency rate at 38%. In ELA, as a school, students need extra support in the areas of vocabulary and comprehension of informational & complex text. Students have shown improvement in the areas of phonemic awareness and phonics. There is a need for increased opportunities for students to practice fluent reading throughout the school day to build stamina and fluency.

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

The data component showing the most improvement is Math. Our scores increased by two percentage points from 42% in May 2022, to 44% in May 2023. We attribute this success to a few factors - teachers working to take the content off the screen and into the students' hands, making purposeful use of manipulatives during instruction, and focusing on foundational deficiencies during the intervention block.

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

Potential areas of concern include:

1. The number of students absent 10% or more days. We had 150 students who fell into this category. Because of this, we have put together a truancy team and plan to address attendance concerns early. We've also created a parent handbook that details expectations for attendance and the truancy process.
2. The number of students with substantial reading deficiencies. We have 119 students who were identified in this category. These numbers can be correlated to our reading scores. Due to this, English Language Arts is a huge area of focus for us this year.

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

Ranked from most critical priority - (1) The Bridge to Comprehension, (2) Truancy, (3) Language Acquisition, (4) Constructive Practice, and (5) Specialized Student Support.

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our 2022-2023 Florida Assessment of Student Thinking (FAST) ELA data indicated that our overall proficiency for 3-5 English Language Arts (ELA) students was at 38%, up 2% from the previous school year at 36%. This tells us that the data indicated that 62% 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 understanding data that drives 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.

Our 2022 - 2023 Florida Assessment of Student Thinking (FAST) Math data indicated that our proficiency was at 44% an increase from our 2021 - 2022 Florida Standards Assessment (FSA) data of 42%. However, our 2022 - 2023 Florida Assessment of Student Thinking (FAST), data indicated that 56% of our students scored below proficiency (a level 3) in Mathematics. Instructional practice specifically relating to benchmark-based mathematics with a focus on supporting teachers in how to use research-based practices for whole group and data-driven differentiated small group instruction will be the focus. Students need to be provided with consistent opportunities to be successful with the benchmarks 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 2024, the Reading Florida Assessment of Student Thinking (FAST) data will show an increase in proficiency of at least 4% from 38% to 42%.

By May 2024, The Math FAST data will show an increase in proficiency of at least 5% percentage points from 44% to 49%.

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 Standardized Testing and Reporting (STAR) assessment (K-2) and the Florida Assessment of Student Thinking (FAST) assessment (3-5). These assessments will be administered in August, December and May. We will also monitor students utilizing Standards Based Unit Assessments (SBUA's), Tier II and Tier III instruction, SIPPS, Being a Reader, LLI, Running Records, teacher observations, and classroom walkthrough data and trends. 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, SuccessMaker 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 Intervention:

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

Our students are ability grouped in K-5. We monitor and adjust students based on triangulated data. We have MTSS meetings every six weeks to ensure data and groupings are correct. We also provide

instruction that is aligned to the B.E.S.T. standards in Tier I instruction for whole group and small group. K-5 teachers provide phonics instruction with the three part drill where primary teachers focus on decoding strategies with the early phonics progression and K-5 teachers focus on morphemes within the drill. 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 incorporate opportunities for students to understand vocabulary with engaging activities that reinforce prior learning. We also ensure we provide a rich discussion prior to lessons to support building background knowledge about topics.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These ELA 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.

For Math, The selected instructional practice(s) has/have a strong level of evidence, as noted in Making Sense of Mathematics for Teaching the Small Group. The strategies were selected because the evidence-based practice addresses the identified needs.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Facilitate and Monitor Professional Learning Communities that address student achievement

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

By When: ongoing

Provide professional development on areas of need (Kagan Strategies, how to implement small group instruction, monitoring student understanding, using data to reteach)

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

By When: ongoing

Analyze and triangulate data, provide support with understanding the data to make instructional decisions.

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

By When: ongoing

Intentionally plan for small group instruction to include the use of concrete manipulatives and fluency practice

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

By When: ongoing

Provide opportunities for effective lesson planning with peers and coaches

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

By When: ongoing

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

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

5th Grade Science data dropped significantly from 40% in the 21-22 school year to 37% in the 22-23 school year. When comparing this with our English Language Arts data, we are able to see how having large gaps in learning in Reading directly effects Science understanding and performance.

Measurable Outcome:

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

By May 2024, 43% of all 5th grade students will be performing at grade level proficiency in Science.

Monitoring:

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

This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings.

Person responsible for monitoring outcome:

Tanika Byrd (tanika.byrd@ocps.net)

Evidence-based Intervention:

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

Underperforming fifth-grade students will have a PE waiver completed that will allow them to waive P.E.3 and in its place engage in hands-on Science labs with the math coach and a Science teacher. These labs are provided by the district and incorporate standards-based check-ins that can be used to address students' gaps in learning. In addition, students will utilize Study Island to practice answering question types similar to what they will see on the Science assessment. Their performance can be monitored by their teacher to address areas where they may need additional assistance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need to have more time to interact with the science concepts in a hands-on manner so that they can connect it to the content they're learning.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Completed P.E. Waiver for each fifth grader

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

By When: September 2023

Create a "Science Lab" where students can attend and get hands-on experience with various standards based Science experiments.

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

By When: September 2023

Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources.

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

By When: ongoing

Administration and instructional coaches will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions.

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

By When: ongoing

Students will use Study Island to practice answering standards based questions related to concepts they cover in class. Students will be monitored for 70% proficiency on each assessment.

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

By When: ongoing

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

To keep stakeholders abreast of school information, communication is provided through the school's website, newsletters, ConnectED messages, Talking Points 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.

Measurable Outcome:

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

Focusing on Resiliency Learning will promote meaningful connections between home and school. We should see an improvement in Early Warning System Indicator data in terms of attendance from 23% to 17%. Grade-level achievement should increase by the following measures: ELA 38% (2022) to 42%, Math 44% to 49%, and 40% of all 5th graders will be proficient in Science.

Monitoring:

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

The Panorama survey data should show positive results in terms of students, families, and staff feeling safe and positive about their school environment. The use of distributive leadership to support school-wide social-emotional learning will enhance collaboration and build academic expertise with all students. The use of our Parent Engagement Liaison and PTA to work with families and encourage them to be active members of the school community will be important. They will have stakeholders provide feedback after each school event.

Person responsible for monitoring outcome:

Madison Jones (madison.jones@ocps.net)

Evidence-based Intervention:

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

The school guidance counselor will implement Child Safety Matters lessons with students during small group lessons in classrooms.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through the school-wide implementation of the Child Safety Matters Program and collaboration with our stakeholders, we will have an opportunity to strengthen the positive culture and environment at Lovell Elementary.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Continue to promote a positive school culture through the implementation of the school-wide positive behavior plan. Work with the MTSS coach and Dean to support tiered interventions in behavior for all students.

Person Responsible: Layhonelly Rodriguez (layhonelly.rodriguez@ocps.net)

By When: ongoing

Use professional learning opportunities and discussions during common planning to integrate academic and social-emotional learning through the morning/closing circles, class meetings, and engagement structures.

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

By When: ongoing

Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts.

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

By When: ongoing

CSI, TSI and ATSI Resource Review

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

Resource allocations will be directly connected to student achievement. Based on the school's data we will determine the best programs and services to implement and monitor our plan and continue to visit our plan regularly to make any necessary instructional and/or funding decisions and/or adjustments. The FAC will meet and vote on the allocations. This decision will be brought to SAC to vote as well.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

Using data from the end of 2022-23 school year, it is indicated that 56% of Kindergarteners scored below the 40th percentile in ELA based on the STAR Early Literacy Percentile. In First Grade, 48% of students ended the year below the 40th percentile. In second grade 56% of students scored below the 40th percentile.

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

On the latest Florida Assessment of Student Thinking (FAST), data indicated that 62% of Third Graders scored below a level 3. In Fourth Grade, 58% of students scored below a level 3 and 67% of Fifth Grade scored below a level 3 on the Florida Assessment of Student Thinking (FAST) assessment given in May, 2023.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

The 2024 Star Reading will show an increase of at least 4% from 36% proficiency to 40% proficiency by the end of May 2024.

Grades 3-5 Measurable Outcomes

The 2024 Reading FAST will show an increase of at least 4% from 38% proficiency to 42% proficiency by the end of May, 2024.

Monitoring

Monitoring

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

Reading growth for K-5 students will be measured utilizing the FAST Assessment administered in August/ September, December/January, and April/May. Monitoring will also be accomplished using district common assessment data from the Standards-based Unit Assessments and data gained from documented MTSS interventions provided to students at Tier II and Tier III levels through such programs as SIPPS and Heggerty. Monthly data meetings will occur with grade-level teachers to review students' data and address adjustments that may need to be made in order to monitor response to intervention. Weekly reading walkthroughs by administrators will occur to observe the teaching and learning processes including foundational skills and reading interventions.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Sarasty, Melissa, melissa.sarasty@ocps.net

Evidence-based Practices/Programs**Description:**

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

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

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:

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

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

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
<p>Literacy Coaching- Lessons for small group instruction will be addressed during the PLC process. The literacy and math coaches attends district coach meetings. Coaches uses data to identify personnel and areas of need. Implementation of coaching cycles, modeling, PLC planning support, etc... to fit area(s) of need.</p> <p>Literacy Leadership - Classroom Walkthroughs by the leadership team will be conducted to monitor their effectiveness and implementation. The MTSS process will be constantly monitored as students are properly placed in fluid Tiers based on their needs. The literacy and math coach are an active member of the MTSS problem-solving team.</p> <p>Assessment - Any information gathered from SBUAs will be used to make instructional decisions and to make adjustment to student groups.</p> <p>Professional Learning - Teachers will be provided training in utilizing the foundations Three Part Drill materials.</p>	<p>Sarasty, Melissa, melissa.sarasty@ocps.net</p>
<p>Literacy Leadership - Leadership Team members will attend and support PLCs as well as conduct classroom walkthroughs along with data disaggregation so informed decisions about instruction can be made.</p> <p>Literacy Coaching - The Science Coach along with district CP coach will provide side-by-side coaching and modeling of lessons to aid with the understanding or delivery of content.</p> <p>Assessment - Standards-based Unit Assessments will be utilized to determine students' understanding of content and make adjustments to future lessons. PMA data is being used to initialize the student groups and upcoming diagnostic data will be used to update the student groups.</p> <p>Professional Learning - Teachers will attend PLCs to review details of upcoming lessons, plan benchmark-based questions and investigations, and plan for student responses. Training in district provided materials and Study Island will be available.</p>	<p>Sarasty, Melissa, melissa.sarasty@ocps.net</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

A copy of the entire School Improvement Plan (SIP) is advertised and available for view in the front office. The SIP is also placed on the school website in both English and Spanish. Lastly, a condensed version of the SIP will be provided to parents via Talking Points, and at our Open House Night.

School Website: <https://lovelles.ocps.net/>

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

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

Lovell Elementary School will facilitate workshops and events throughout the school year to provide parents with strategies and techniques that they are able to use at home to enrich their child's(ren) learning. Lovell Elementary uses the following methods to communicate with parents:

Communication in English and Spanish

Student planners

Flyers

Newsletters

Connect Orange messages

The school marquee

School website

Email

Electronic communication tools: social media platforms, Talking Points, etc

At Lovell Elementary parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision of how funds for Title I will be used by:

Attending

- School Advisory Council (SAC) meetings
- Multilingual Parent Leadership Council (MPLC) meetings
- Title I Annual Meeting

Participating In

- Parent and family engagement capacity-building activities

Reviewing

- Academic data
- Previous school year Parent and Family Engagement Plan

School Website: <https://lovelles.ocps.net/>

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

With a targeted focus on specialized student services, Lovell will put a focus on addressing the specific needs of our subgroups. Our goal is to utilize our MTSS process to identify students who have academic, behavioral, and attendance needs preventing them from being more successful. We will target the gaps in learning to help our students work towards proficiency by addressing the needs of our teachers as well. Our weekly Professional Learning Community (PLC) meetings focus on data disaggregation, dissecting lesson plans for the most critical content, and collaboration within teams to determine what types of engagement strategies are needed to help students focus on critical content.

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

This school year, Lovell Elementary is housing two Headstart classrooms. With language acquisition being a pivotal focus for us, we want to give students in our community the best advantage possible at being successful in school. It is our goal to get our students into school as early as possible to give them the opportunity to matriculate through school while getting the assistance needed in acquiring English.

Optional Component(s) of the Schoolwide Program Plan

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

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

Improvement of students' skills outside of academic subject areas is addressed via classroom guidance lessons on social skills, self-love, conflict resolution, and bullying. Health Blocks will be used to promote character traits. Safe space areas are provided to support the resiliency and well-being of all students. In addition to the school counselor, there is an Alpha Counselor on campus daily tailored to K-2 students to promote social-emotional learning. School Counselor will partner with "My Brother's Keeper" Mentoring to work with at-risk students. Students participate in district/national events such as Red Ribbon Week, Hello Week, Child Safety Matters, etc. which allows the student to learn more about things like inclusivity, reporting, awareness, and safety.

At the beginning of the school year minute meetings will be held with all students to identify students in need or at-risk students. Once identified one-on-one or group counseling sessions will be initiated. The counseling referral form is available for teachers to complete for students to meet with the school counselor whenever a new concern is identified. As a result, one-on-one sessions, small groups, or Sednet/community partner counseling will be completed. A meeting will be held with parents to provide additional resources to address mental health on a more in-depth level. Food pantry assistance is provided to families in need to support the physical well-being of both students and families. Community Connect resources are provided to families for desired needs.

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

Our teachers are encouraged to display and tell students about colleges they have attended, and opportunities available to students once leaving high school. We also have Teach In every year where we invite members of the community that come in to teach students about their profession.

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

Lovell staff and students will understand and follow the school-wide behavior system. This includes knowing the ROAR acronym stands for Respect, Ownership, Attitude, and Responsibility and using the Matrix for expectations in each area of the school. (ROAR stands for: Respect, Ownerships, Attitude, and Responsibility. These are expectations that should be reviewed each morning after morning announcements. The students are expected to display these behaviors in all settings throughout the school day.) Lovell staff will explicitly teach these expectations to students. Teachers will develop classroom expectations. These expectations are to be explicitly taught and consistently reinforced. We will follow a systematic approach outlined by the district and our MTSS team where we will use authentic data to drive decision making for all students. See the MTSS Section for tiered levels of behavior support. All classrooms will have a designated Safe Place where students can go to calm down. Teachers will greet students every morning with a greeting ritual.

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

Based on the contributing factors and strategies identified to accelerate learning, professional development opportunities that will be provided include - Implementing Kagan and engagement 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 using data.

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

We are fortunate enough to have two Pre-K classes on our campus. One is a general education class, the other two are Varying Exceptionality units. Our Pre-K teachers often plan with the Kindergarten team to ensure that they accurately preparing students for the upcoming school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

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

No