2014-15 Lovell Elementary School Improvement Plan

Lovell Elementary

Big Horn County School District #2

Mrs. Cheri L Hoffman, Principal
520 Shoshone
Lovell, WY 82431

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Overview

Plan Name

2014-15 Lovell Elementary School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2014-15 All Students at Lovell Elementary will Improve in Behavioral Expectations	Objectives: 1 Strategies: 3 Activities: 8	Organizational	$4559
2	2014-15 All students at Lovell Elementary will improve in writing.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$810
3	2014-15 All students at Lovell Elementary School will improve in reading.	Objectives: 1 Strategies: 2 Activities: 15	Academic	$243918
4	2014-15All Students at Lovell Elementary School will improve in math	Objectives: 1 Strategies: 2 Activities: 8	Academic	$15563

Goal 1: 2014-15 All Students at Lovell Elementary will Improve in Behavioral Expectations

Measurable Objective 1:

demonstrate a behavior that will decrease office referrals and detentions by 10 % by 09/01/2015 as measured by office referals and behavior records..

Strategy 1:

PBIS - School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success.PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

Research Cited: Quantitative (Gersten et al., 2005), Correlational (Thompson et al., 2005) and Single Subject (Horner et al., 2005) research methods was reviewed for educational literature in special section of Exceptional Children (Odom et al., 2005).

Activity - Behavior Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff uses the behavior matrix, that was created and implemented school wide to include stakeholders, to teach behavioral expectations. All expectations are taught and reviewed with reinforced practice and focus on lunchroom, hallway, classroom, and playground behavior.	Behavioral Support Program	09/09/2013	05/30/2014	$0	No Funding Required	All Staff, Brian May, Principal

Activity - Classroom Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Guidance Counselor provides classroom guidance in a variety of strategies to reinforce school wide expectations. Programs used include: the second step program(K-5), Kelso's Conflict Management (K-5). 21st century skills and PBIS Bully Proofing program strategies will also be taught by the counselor and staff. All teachers will be trained in the second step guidance program so they can reinforce lessons in the regular classroom.	Behavioral Support Program	11/03/2014	10/30/2015	$2004	District Funding	Brian May, Principal, All Staff

Activity - Parent Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will continue to be educated in PBIS and violence prevention through newsletters, handbooks, and parent meetings. Information will also be conveyed to parents through the parent advisory council.	Behavioral Support Program	11/03/2014	10/30/2015	$0	Other	Brian May, Principal, all Staff

Strategy 2:

Universal Screening - Teachers will look at internalizing and externalizing behaviors of classroom students.

Research Cited: Children with significant behavior problems are at risk for poor school adaptation and a host of deterious school outcomes. Given the time children

spend in school, there is a need to better understand the normative contexts and processes within schools that may enhance the positive adaptation of children with significant behavior problems. (PsycINFO Database Record (c) 2012)

Activity - BASC-2-BESS Behavioral and Emotional Screening System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BASC-2-BESS is designed to determine behavioral and emotional strengths and weaknesses in children and adolescents in preschool through high school. Mr. May will use the BASC-2 screening tool a comprehensive set of rating scales and forms including the Teacher Child/Adolescent form (K-5) Parent Child/Adolescent form (K-5), Student Form (K-3) To help better understand the behaviors and emotions.	Behavioral Support Program	11/03/2014	10/30/2015	$2555	Other	Brian May, Classroom Teachers, Principal

Activity - Mandt System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff has been trained in the Mandt procedure. Mandt is used when there is a possibility of a violent incident with a student. The Mandt procedures are reviewed yearly. There is a core group at Lovell Elementary who have received more extensive training to respond to serious behavioral problems.	Behavioral Support Program	09/08/2014	10/30/2015	$0	No Funding Required	Principal, Chris Edwards

Strategy 3:

Students not meeting behavior expectations - Students not meeting behavior expectations will be identified through teacher referral and discipline records.

Activity - Individual/Small group counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting behavior expectations will receive more intensive social skills training. Mr. May continues to develop social skill groups to meet the variety of needs of students. An assessment will be used to better identify and target specific social skill deficits in individual students. Parents, teachers, etc., will be included in this identification process.	Behavioral Support Program	11/03/2014	10/30/2015	$0	Other	Mr. May, Principal

Activity - Behavior Plan Tier II Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual behavior plans will be developed by dynamic teams to best meet students' needs for highly at risk students."Check in Check out" is a specific strategy being used for individual behavior plans. Mr. May will develop follow up procedures for individual student behavior plans to be used by teams based on individual need.	Behavioral Support Program	11/03/2014	10/30/2015	$0	Other	Mr. May, Staff, Principal

Activity - Friday School/Pup Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 not meeting classroom expectations in homework completion will be given the opportunity to attend Friday School and/or Pup Club. During this time, students will be able to work on any class work with teachers available for their assistance.	Behavioral Support Program	10/03/2014	05/29/2015	$0	Other	Sabrea Oberholtzer

Goal 2: 2014-15 All students at Lovell Elementary will improve in writing.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency   in Writing by 09/01/2015 as measured by SAWS or District Assessments.

Strategy 1:

Core Curriculum - All teachers will implement consistent writing curriculum, instruction, and assessment. This is implemented in a 45 minute block 4 times a week.

Research Cited: This strategy is supported by Howard (2009) indicating that when a high quality core curriculum is provided, 80% of the student population should

show adequate growth. The first school level factor is a "guaranteed and viable curriculum." This being the first factor having the most impact on student achievement

Marzano (2000). The core curriculum is the content we consider essential for all students.

Activity - Common Core Writing Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align their teaching to the common core to meet the different types of writing specific to each grade level. Argumentative/Opinion, Informative/Explanatory, and Narrative. All grade levels will start to compile new anchors based on the CCSS types of writing. The anchor gathering process will start this year and continue until we have a strong sample of anchors to use in scoring district writing assessments.	Professional Learning	11/03/2014	10/30/2015	$0	Other	All Staff, Principal

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A balanced writing program consisting of 45 minute blocks 4 times a week is implemented grades K-5. Includes 6 Traits(K-5).Lucy Calkins (K-5), Craft Plus (K-5), Write Source (K-1), Ralph Fletcher (4-5) 4th Grade will pilot Being a Writer program.	Direct Instruction	11/03/2014	10/30/2015	$810	District Funding	All Staff, Principal

Strategy 2:

Individual Students - A set of anchor papers have been developed for all grade levels and is being used to score all district assessments. This practice has increased

scoring consistency and comparability from classroom to classroom and year to year. It provides a vertical alignment of scoring procedures and writing expectations K-

5.   By using this assessment system, we are able to identify individual students' needs in writing.

Activity - Step up to Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room staff has been trained in and implemented the Step Up to Writing program with selected students. This writing program teaches students to become familiar with three main steps in writing relating them to color. This method is used to write one paragraph or multiple paragraphs. This program will be used with fidelity for learning disabled students.	Academic Support Program	11/03/2014	10/30/2015	$0	No Funding Required	Jeanette Ohman, Special Education Staff

Activity - Writing Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Teachers provide individual and small group writing instruction based on student need.	Academic Support Program	11/03/2014	10/30/2015	$0	No Funding Required	All classroom teachers

Goal 3: 2014-15 All students at Lovell Elementary School will improve in reading.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in English Language Arts in Reading by 09/01/2014 as measured by PAWS or MAP.

Strategy 1:

Core Curriculum based on the essential components of reading - All students will receive instruction using the core curriculum based on the essential components of reading. The core curriculum, as defined by curriculum maps created K-5, will be used to meet the five components of reading. A variety of resources will be used to complete a balanced literacy approach including: Scott Foresman reading basal, small group differentiated instruction, K-5 Consistent word analysis program, and literature circles. This is implemented in 90 minute blocks 4 times a week.

Research Cited: This strategy is supported by Howard (2009) indicating that when a high quality core curriculum is provided, 80% of the student population should show adequate growth. This first school factor is a "guaranteed and viable curriculum." This being the first factor having the most impact in student achievement Marzano (2000). The core curriculum is the content we consider essential for all students.

Activity - Quality Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have reviewed our current practices and determined that centers will be based on authentic literacy tasks. ie: active reading: partner reading, responding to literature, written responses, student lead in- depth discussion and responses to fiction and informational literature. Content/ informational texts will be integrated into center activities. Professional development for teachers will be held on a monthly basis to include creating quality centers and review of guided reading concepts and strategies. Each month a grade level will share center ideas and strategies at these monthly Professional Development meetings.	Direct Instruction	11/03/2014	10/30/2015	$0	No Funding Required	Principal, all certified staff

Activity - Alignment of Teaching Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will write a Reading Core Curriculum to include essential learnings, I-Can statements based on essential learnings, consistent phonics, and word analysis instruction.	Professional Learning	11/03/2014	10/30/2015	$0	No Funding Required	All classroom teachers, Principal

Activity - Core Reading Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will fully implement Wyoming Common Core State Standards for Language Arts and reading curriculum.	Direct Instruction	11/03/2014	10/30/2015	$0	No Funding Required	All staff, Principal

Activity - Basal Reading Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Basal reading series aligned to CCSS will be looked at and assessed. A committee will evaluate them based on specific criteria including alignment to essential learnings, explicit systematic phonics instruction and scope and sequence skills. This committee will make a recommendation to the faculty for a future adoption of a basal series. Discussions and training will be provided to determine how the basal series will be used and become part of a balanced literacy and Guided Reading approach at Lovell Elementary.	Academic Support Program	02/02/2015	05/27/2016	$778	Title II Part A	All Certified Staff, Curriculum Director, Principal

Activity - Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key vocabulary terms used in the Common Core State Standards are identified using I- Can statements. The I-Can statements will be taught to create a consistent Common Core vocabulary for all students. The K-5 I-Can statements will be reviewed in January to check for alignment grade to grade.	Academic Support Program	11/03/2014	10/30/2015	$0	No Funding Required	All staff

Activity - Interactive Read Alouds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interactive read alouds will be used as a strategy to teach Common Core reading standards in grades K-5. Grade levels will use the selected essential skills to determine which Interactive Read Aloud Lessons to implement. Interactive Read-Alouds by Linda Hoyt will be used.	Academic Support Program	11/03/2014	10/30/2015	$0	No Funding Required	All K-5 Certified Staff

Activity - Craft and Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Certified staff will explicitly teach the Common Core craft and structure standard.	Academic Support Program	11/03/2014	10/30/2015	$0	No Funding Required	All certified staff

Activity - iReady Early Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
I-Ready is being used in the Kindergarten classrooms for an early intervention in reading.	Academic Support Program	11/03/2014	10/30/2015	$1560	District Funding	Principal, Kindergarten Teachers

Activity - ELEOT Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained in using the ELEOT tool (Effective Learning Environments Observation Tool). Teachers will complete one peer observation on using this tool. These observations will be discussed in PLC's in order to improve engagement in the classroom.	Professional Learning	02/02/2015	05/29/2015	$0	Other	All Certified Staff, Principal

Strategy 2:

Individual Students - A well defined process is used to identify individual students' needs in reading. This involves an assessment profile to show performance through

time. Areas of need for reading skills are documented through this process. Current interventions provided for the students are documented. Then decisions are made to determine ways to best meet students' needs.

Activity - Title 1 Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 uses a variety of research based interventions to meet the needs of struggling readers: included are Reading Recovery (1st Grade), Read Naturally (3-5), and Leveled Literacy Instruction (K-2) I-Ready (3-5)	Academic Support Program	10/20/2014	10/30/2015	$219490	Title I Part A	Geraldine Allred, Minda Ohman, Patty Coe

Activity - Academically High Achieving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An assessment profile using MAP and PAWS data is used to identify our academically high achieving students in Reading. These students have been identified in the 4th and 5th grades. Individual Learning Plans are made to meet the needs' of these students. Students are placed in the iReady program 4 times a week for 30 minutes.	Academic Support Program	11/03/2014	10/30/2015	$450	District Funding	4-5 teachers, Principal

Activity - Soar to Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Soar to Success is a Tier II reading intervention in the regular classroom in grades 2-5 student participation is determined by students scoring below the 40 percentile on MAP. It is guided reading designed to meet the needs of struggling readers. It reinforces skills learned in the core curriculum in a small group setting.	Academic Support Program	11/01/2011	10/30/2015	$5927	No Funding Required, District Funding	2-5 Teachers, Principal

Activity - ELL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL is taught using the English Language Proficiency Standards by WiDA. Content specific vocabulary is taught to increase proficiency in speaking, writing, listening, and reading. Instruction is provided in a variety of settings.	Academic Support Program	11/03/2014	10/30/2015	$0	Other	Elementary and Middle School Principals, Bob Weber, and Para professionals

Activity - Individualized Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individualized instruction will be provided based on student instructional levels. Guided reading(small group differentiated instruction), individualized reading instruction, and the web- based program iReady will be used to meet students' needs. All staff will receive training in Guided Reading and effective small group instruction. All teachers will also receive training in the iReady program.	Academic Support Program	11/03/2014	10/30/2015	$1320	District Funding, No Funding Required	All Staff, Special Education Director, Principal

Activity - Reading Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring, for grades 2-5 teaches and reinforces reading concepts. Reading tutoring will be taught using I-Ready 4 times a week for 30 minutes and small group instruction.	Academic Support Program	10/13/2014	05/29/2015	$14393	District Funding, Other	Jodi Strom, Principal, Tutoring Teachers

Goal 4: 2014-15All Students at Lovell Elementary School will improve in math

Measurable Objective 1:

80% of All Students will demonstrate a proficiency of concepts in Mathematics by 09/01/2015 as measured by PAWS or MAP.

Strategy 1:

Everyday Math - Everyday Math is implemented K-5 and is used as the core math curriculum. Everyday Math is delivered in 60 minute teaching blocks.

Research Cited: Everyday Mathematics is a comprehensive Pre-K through grade 6 mathematics program developed by the University of Chicago School Mathematics Project and published by McGraw-Hill Education. Every year in the US, about 4.3 million students in 220,000 classrooms are using Everyday Mathematics. Everyday Mathematics' research-based and field-tested approach is effective in developing children's understandings and skills that produce life-long mathematical power.

When Rocket Math is taught with fidelity as a supplement to the EDM curriculum, students learn one operation of facts to automaticity per semester.

•Students who have mastered math facts show marked improvement in higher order math algorithms including fractions, word problems, long division, multi-digit multiplication and a host of other areas. Smith, C.R., Marchand-Martella, N.E., & Martella, R.C.(2011). Assessing the Effects of the Rocket Math Program with a Primary Elementary School Student at Risk for School Failure: A Case Study. Education and Treatment of Children, 34 (2), 247-258

Activity - Core Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students experience the entire Everyday Math curriculum at each grade level to ensure no instructional gaps and fidelity of instruction. Teachers will make sure Wyoming CCSS are taught within existing Everyday Math Curriculum through identifying essential learnings and implementing I- Can statements.	Direct Instruction	11/03/2014	10/30/2015	$0	No Funding Required	Classroom teachers, Principal

Activity - Rocket Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rocket Math is a program utilized in grades 2-5 to support the Everyday Math Curriculum. This program is specifically used 5 times a week to help reinforce recall of math facts. First grade introduces rocket math in the third trimester.	Academic Support Program	09/05/2011	05/30/2014	$0	No Funding Required	Classroom teachers, Principal

Activity - Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Key vocabulary terms used in Common Core State Standards are identified using I- Can statements. The I-Can statements will be taught to create a consistent Common Core vocabulary for all students. The K-5 I-Can statements will be reviewed in April to check for alignment grade to grade. | Academic Support Program | 11/03/2014 | 10/30/2015 | $0 | No Funding Required | All certified staff, Principal |

Activity - Math Concepts and Vocabulary Terminology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers should stress teaching PAWS released items concepts in mathematics. Teachers will stress teaching PAWS released vocabulary and terminology.	Academic Support Program	11/03/2014	10/30/2015	$0	No Funding Required	All certified staff, Principal

Strategy 2:

Individual Students - A well defined process is used to identify students' needs in math. Interventions are then implemented to meet specific areas of need.

Activity - Individualized Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive individualized instruction based on student instructional levels. Everyday Math, iReady, and individualized and small group instruction will be used to meet students' needs. Instruction in math will be delivered at each individual student's instructional level.	Academic Support Program	11/03/2014	10/30/2015	$420	Other	Special Education Director, Special Education Staff

Activity - Math Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers provide individual and small group guided math instruction.	Academic Support Program	09/05/2011	05/30/2014	$0	No Funding Required	All Classroom Teachers

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school math tutoring, for grades 2-5, teaches and reinforces math concepts. Math tutoring will be taught using I-Ready and small group instruction 4 times a week for 30 minutes.	Academic Support Program	11/03/2014	10/30/2015	$14723	Other, District Funding	Jodi Strom, Tutoring teachers

Activity - Academically High Achieving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An assessment profile using MAP and PAWS data is used to identify our academically high achieving students in Math. These students have been identified in the 4th and 5th grades. Individual Learning Plans are made to meet the needs' of these students. Students are placed in the iReady program 4 times a week for 30 minutes.	Academic Support Program	11/03/2014	10/30/2015	$420	Other	4th and 5th Grade teachers, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Instruction	Individualized instruction will be provided based on student instructional levels. Guided reading(small group differentiated instruction), individualized reading instruction, and the web- based program iReady will be used to meet students' needs. All staff will receive training in Guided Reading and effective small group instruction. All teachers will also receive training in the iReady program.	Academic Support Program	11/03/2014	10/30/2015	$0	All Staff, Special Education Director, Principal
Math Concepts and Vocabulary Terminology	Teachers should stress teaching PAWS released items concepts in mathematics. Teachers will stress teaching PAWS released vocabulary and terminology.	Academic Support Program	11/03/2014	10/30/2015	$0	All certified staff, Principal
Interactive Read Alouds	Interactive read alouds will be used as a strategy to teach Common Core reading standards in grades K-5. Grade levels will use the selected essential skills to determine which Interactive Read Aloud Lessons to implement. Interactive Read-Alouds by Linda Hoyt will be used.	Academic Support Program	11/03/2014	10/30/2015	$0	All K-5 Certified Staff
Core Reading Curriculum	All staff will fully implement Wyoming Common Core State Standards for Language Arts and reading curriculum.	Direct Instruction	11/03/2014	10/30/2015	$0	All staff, Principal
Vocabulary	Key vocabulary terms used in Common Core State Standards are identified using I- Can statements. The I-Can statements will be taught to create a consistent Common Core vocabulary for all students. The K-5 I-Can statements will be reviewed in April to check for alignment grade to grade.	Academic Support Program	11/03/2014	10/30/2015	$0	All certified staff, Principal
Craft and Structure	All Certified staff will explicitly teach the Common Core craft and structure standard.	Academic Support Program	11/03/2014	10/30/2015	$0	All certified staff
Alignment of Teaching Practices	We will write a Reading Core Curriculum to include essential learnings, I-Can statements based on essential learnings, consistent phonics, and word analysis instruction.	Professional Learning	11/03/2014	10/30/2015	$0	All classroom teachers, Principal
Core Curriculum	Students experience the entire Everyday Math curriculum at each grade level to ensure no instructional gaps and fidelity of instruction. Teachers will make sure Wyoming CCSS are taught within existing Everyday Math Curriculum through identifying essential learnings and implementing I- Can statements.	Direct Instruction	11/03/2014	10/30/2015	$0	Classroom teachers, Principal

Quality Centers	We have reviewed our current practices and determined that centers will be based on authentic literacy tasks. ie: active reading: partner reading, responding to literature, written responses, student lead in- depth discussion and responses to fiction and informational literature. Content/informational texts will be integrated into center activities. Professional development for teachers will be held on a monthly basis to include creating quality centers and review of guided reading concepts and strategies. Each month a grade level will share center ideas and strategies at these monthly Professional Development meetings.	Direct Instruction	11/03/2014	10/30/2015	$0	Principal, all certified staff
Writing Support	Classroom Teachers provide individual and small group writing instruction based on student need.	Academic Support Program	11/03/2014	10/30/2015	$0	All classroom teachers
Behavior Expectations	All staff uses the behavior matrix, that was created and implemented school wide to include stakeholders, to teach behavioral expectations. All expectations are taught and reviewed with reinforced practice and focus on lunchroom, hallway, classroom, and playground behavior.	Behavioral Support Program	09/09/2013	05/30/2014	$0	All Staff, Brian May, Principal
Mandt System	All staff has been trained in the Mandt procedure. Mandt is used when there is a possibility of a violent incident with a student. The Mandt procedures are reviewed yearly. There is a core group at Lovell Elementary who have received more extensive training to respond to serious behavioral problems.	Behavioral Support Program	09/08/2014	10/30/2015	$0	Principal, Chris Edwards
Math Support	Classroom teachers provide individual and small group guided math instruction.	Academic Support Program	09/05/2011	05/30/2014	$0	All Classroom Teachers
Vocabulary	Key vocabulary terms used in the Common Core State Standards are identified using I- Can statements. The I-Can statements will be taught to create a consistent Common Core vocabulary for all students. The K-5 I-Can statements will be reviewed in January to check for alignment grade to grade.	Academic Support Program	11/03/2014	10/30/2015	$0	All staff
Step up to Writing	Resource room staff has been trained in and implemented the Step Up to Writing program with selected students. This writing program teaches students to become familiar with three main steps in writing relating them to color. This method is used to write one paragraph or multiple paragraphs. This program will be used with fidelity for learning disabled students.	Academic Support Program	11/03/2014	10/30/2015	$0	Jeanette Ohman, Special Education Staff
Rocket Math	Rocket Math is a program utilized in grades 2-5 to support the Everyday Math Curriculum. This program is specifically used 5 times a week to help reinforce recall of math facts. First grade introduces rocket math in the third trimester.	Academic Support Program	09/05/2011	05/30/2014	$0	Classroom teachers, Principal

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| Soar to Success | Soar to Success is a Tier II reading intervention in the regular classroom in grades 2-5 student participation is determined by students scoring below the 40 percentile on MAP. It is guided reading designed to meet the needs of struggling readers. It reinforces skills learned in the core curriculum in a small group setting. | Academic Support Program | 11/01/2011 | 10/30/2015 | $0 | 2-5 Teachers, Principal |

| | | | | **Total** | $0 | |

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Plan Tier II Intervention	Individual behavior plans will be developed by dynamic teams to best meet students' needs for highly at risk students."Check in Check out" is a specific strategy being used for individual behavior plans. Mr. May will develop follow up procedures for individual student behavior plans to be used by teams based on individual need.	Behavioral Support Program	11/03/2014	10/30/2015	$0	Mr. May, Staff, Principal
Parent Education	Parents will continue to be educated in PBIS and violence prevention through newsletters, handbooks, and parent meetings. Information will also be conveyed to parents through the parent advisory council.	Behavioral Support Program	11/03/2014	10/30/2015	$0	Brian May, Principal, all Staff
Common Core Writing Standards	Teachers will align their teaching to the common core to meet the different types of writing specific to each grade level. Argumentative/Opinion, Informative/Explanatory, and Narrative. All grade levels will start to compile new anchors based on the CCSS types of writing. The anchor gathering process will start this year and continue until we have a strong sample of anchors to use in scoring district writing assessments.	Professional Learning	11/03/2014	10/30/2015	$0	All Staff, Principal
ELEOT Peer Coaching	All teachers will be trained in using the ELEOT tool (Effective Learning Environments Observation Tool). Teachers will complete one peer observation on using this tool. These observations will be discussed in PLC's in order to improve engagement in the classroom.	Professional Learning	02/02/2015	05/29/2015	$0	All Certified Staff, Principal
Friday School/Pup Club	Students in grades 3-5 not meeting classroom expectations in homework completion will be given the opportunity to attend Friday School and/or Pup Club. During this time, students will be able to work on any class work with teachers available for their assistance.	Behavioral Support Program	10/03/2014	05/29/2015	$0	Sabrea Oberholtzer
Math Tutoring	After school math tutoring, for grades 2-5, teaches and reinforces math concepts. Math tutoring will be taught using I-Ready and small group instruction 4 times a week for 30 minutes.	Academic Support Program	11/03/2014	10/30/2015	$13733	Jodi Strom, Tutoring teachers
Reading Tutoring	After school tutoring, for grades 2-5 teaches and reinforces reading concepts. Reading tutoring will be taught using I-Ready 4 times a week for 30 minutes and small group instruction.	Academic Support Program	10/13/2014	05/29/2015	$13733	Jodi Strom, Principal, Tutoring Teachers

Individualized Instruction	Students will receive individualized instruction based on student instructional levels. Everyday Math, iReady, and individualized and small group instruction will be used to meet students' needs. Instruction in math will be delivered at each individual student's instructional level.	Academic Support Program	11/03/2014	10/30/2015	$420	Special Education Director, Special Education Staff
ELL	ELL is taught using the English Language Proficiency Standards by WiDA. Content specific vocabulary is taught to increase proficiency in speaking, writing, listening, and reading. Instruction is provided in a variety of settings.	Academic Support Program	11/03/2014	10/30/2015	$0	Elementary and Middle School Principals, Bob Weber, and Para professionals
Academically High Achieving	An assessment profile using MAP and PAWS data is used to identify our academically high achieving students in Math. These students have been identified in the 4th and 5th grades. Individual Learning Plans are made to meet the needs' of these students. Students are placed in the iReady program 4 times a week for 30 minutes.	Academic Support Program	11/03/2014	10/30/2015	$420	4th and 5th Grade teachers, Principal
Individual/Small group counseling	Students not meeting behavior expectations will receive more intensive social skills training. Mr. May continues to develop social skill groups to meet the variety of needs of students. An assessment will be used to better identify and target specific social skill deficits in individual students. Parents, teachers, etc., will be included in this identification process.	Behavioral Support Program	11/03/2014	10/30/2015	$0	Mr. May, Principal
BASC-2-BESS Behavioral and Emotional Screening System	BASC-2-BESS is designed to determine behavioral and emotional strengths and weaknesses in children and adolescents in preschool through high school. Mr. May will use the BASC-2 screening tool a comprehensive set of rating scales and forms including the Teacher Child/Adolescent form (K-5) Parent Child/Adolescent form (K-5), Student Form (K-3) To help better understand the behaviors and emotions.	Behavioral Support Program	11/03/2014	10/30/2015	$2555	Brian May, Classroom Teachers, Principal
				Total	$30861	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Basal Reading Series	Basal reading series aligned to CCSS will be looked at and assessed. A committee will evaluate them based on specific criteria including alignment to essential learnings, explicit systematic phonics instruction and scope and sequence skills. This committee will make a recommendation to the faculty for a future adoption of a basal series. Discussions and training will be provided to determine how the basal series will be used and become part of a balanced literacy and Guided Reading approach at Lovell Elementary.	Academic Support Program	02/02/2015	05/27/2016	$778	All Certified Staff, Curriculum Director, Principal
				Total	$778	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Tutoring	After school tutoring, for grades 2-5 teaches and reinforces reading concepts. Reading tutoring will be taught using I-Ready 4 times a week for 30 minutes and small group instruction.	Academic Support Program	10/13/2014	05/29/2015	$660	Jodi Strom, Principal, Tutoring Teachers
Individualized Instruction	Individualized instruction will be provided based on student instructional levels. Guided reading(small group differentiated instruction), individualized reading instruction, and the web- based program iReady will be used to meet students' needs. All staff will receive training in Guided Reading and effective small group instruction. All teachers will also receive training in the iReady program.	Academic Support Program	11/03/2014	10/30/2015	$1320	All Staff, Special Education Director, Principal
Math Tutoring	After school math tutoring, for grades 2-5, teaches and reinforces math concepts. Math tutoring will be taught using I-Ready and small group instruction 4 times a week for 30 minutes.	Academic Support Program	11/03/2014	10/30/2015	$990	Jodi Strom, Tutoring teachers
iReady Early Intervention	I-Ready is being used in the Kindergarten classrooms for an early intervention in reading.	Academic Support Program	11/03/2014	10/30/2015	$1560	Principal, Kindergarten Teachers
Soar to Success	Soar to Success is a Tier II reading intervention in the regular classroom in grades 2-5 student participation is determined by students scoring below the 40 percentile on MAP. It is guided reading designed to meet the needs of struggling readers. It reinforces skills learned in the core curriculum in a small group setting.	Academic Support Program	11/01/2011	10/30/2015	$5927	2-5 Teachers, Principal
Classroom Guidance	The Guidance Counselor provides classroom guidance in a variety of strategies to reinforce school wide expectations. Programs used include: the second step program(K-5), Kelso's Conflict Management (K-5). 21st century skills and PBIS Bully Proofing program strategies will also be taught by the counselor and staff. All teachers will be trained in the second step guidance program so they can reinforce lessons in the regular classroom.	Behavioral Support Program	11/03/2014	10/30/2015	$2004	Brian May, Principal, All Staff

Academically High Achieving	An assessment profile using MAP and PAWS data is used to identify our academically high achieving students in Reading. These students have been identified in the 4th and 5th grades. Individual Learning Plans are made to meet the needs' of these students. Students are placed in the iReady program 4 times a week for 30 minutes.	Academic Support Program	11/03/2014	10/30/2015	$450	4-5 teachers, Principal
Writer's Workshop	A balanced writing program consisting of 45 minute blocks 4 times a week is implemented grades K-5. Includes 6 Traits(K-5).Lucy Calkins (K-5), Craft Plus (K-5), Write Source (K-1), Ralph Fletcher (4-5) 4th Grade will pilot Being a Writer program.	Direct Instruction	11/03/2014	10/30/2015	$810	All Staff, Principal
				Total	$13721	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Reading	Title 1 uses a variety of research based interventions to meet the needs of struggling readers: included are Reading Recovery (1st Grade), Read Naturally (3-5), and Leveled Literacy Instruction (K-2) I-Ready (3-5)	Academic Support Program	10/20/2014	10/30/2015	$219490	Geraldine Allred, Minda Ohman, Patty Coe
				Total	$219490	