

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Mrs. Dawn Ewan Thompson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lovett Elementary School

(As it should appear in the official records)

School Mailing Address 8814 South Rice Avenue

(If address is P.O. Box, also include street address.)

City Houston State TX Zip Code+4 (9 digits total) 77096-2622

County Harris County

Telephone (713) 295-5258 Fax (713) 295-5291

Web site/URL http://www.houstonisd.org/LovettES E-mail dthomp11@houstonisd.org

Twitter Handle

https://twitter.com/lovett\_owls Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Ken Huewitt E-mail Khuewitt@houstonisd.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Houston Independent School District Tel. (713) 556-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Manuel Rodriguez

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 163 Elementary schools (includes K-8)
  - 37 Middle/Junior high schools
  - 77 High schools
  - 6 K-12 schools
- 283 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	46	69	115
1	48	60	108
2	67	71	138
3	53	64	117
4	46	60	106
5	54	57	111
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	314	381	695

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 11 % Asian
  - 24 % Black or African American
  - 28 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 32 % White
  - 5 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2014	704
(5) Total transferred students in row (3) divided by total students in row (4)	0.026
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 11 %  
65 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, French, Chinese, Arabic, Urdu, Russian

7. Students eligible for free/reduced-priced meals: 34 %  
Total number students who qualify: 237

8. Students receiving special education services: 6 %  
39 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 3 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 1 Mental Retardation
- 4 Multiple Disabilities
- 0 Orthopedic Impairment
- 2 Other Health Impaired
- 12 Specific Learning Disability
- 14 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 1 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	30
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1     23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	95%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes      No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Provide a supportive educational environment where each child can achieve high standards of learning in academics and the arts.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students that attend Lovett are either zoned or selected through the district magnet process. There is no criteria to apply or qualify for magnet selection and the process is completed through a lottery held at the district. Siblings that of current students are given priority when applicable.

## PART III – SUMMARY

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Lovett Elementary Fine Arts Magnet School is located in Southwest Houston in the Meyerland Community. The mission of Lovett Elementary is to provide an educational program that offers each child the opportunity to develop their diverse abilities. This development focuses on the total child so that he/she can become a responsible, productive member of the community. We accept responsibility for ensuring each child's growth by establishing high standards of learning within a supportive environment enhanced by our Fine Arts Program. Lovett's vision is to work as a Professional Learning Community to provide opportunities that will meet the individual needs of the students in an environment that fosters a positive and enthusiastic learning experience. We serve the whole child by creating a school environment where the academic and artistic worlds meet seamlessly.

Lovett opened in 1957 and was named for the first President and Founder of Rice University. In the early 70's Lovett's enrollment dropped to fewer than 200 students and the school faced closure. This was largely due to an aging neighborhood population and an increase in the number of private schools nearby. Parents rallied along with school administrators to keep Lovett from closing its doors by bringing in school programs that matched the caliber of private schools in the area. To enhance the existing fine arts offerings of strings and classroom music, a concert band was added. By 1982, Lovett became a Magnet School with a full-day kindergarten, gifted program, and excelling Visual Arts program.

Lovett serves a diverse population from a variety of cultural and academic backgrounds. Our population consists of 11% Asian, 24% Black, 28% Hispanic, and 31% White. Of this population, 33% qualify for free or reduced lunch and 42% are gifted. Lovett's neighborhood zone is small, 68% are magnet students and 32% of our students are zoned. The magnet process has no admissions criterion for students who wish to apply and the selection process is a computer based lottery facilitated by the district. Students enter Lovett primarily at kindergarten, where there are approximately 50 slots available each year. In grades 1-5, admission is based on availability. Each year Lovett receives over 900 applications and over the last four years we have seen a 7% increase in zoned student registration. Once enrolled, all Lovett students enjoy the multitude of opportunities offered through the magnet program which includes art, physical education, and a music emphasis of concert band, strings or classroom music. Lovett Elementary has been rated by the state of Texas with an exemplary rating from 2007-2011 and under Texas's new state accountability system, we have met standards each year and received distinctions for exemplary performance. We are proud recipients of The Inaugural Texas Honor Roll Award and Magnet Schools of America Excellence Award. We have worked hard for these accomplishments, however, in the face of increasing state and national standards, there is pressure and challenge to maintain high achievement in both academics and the fine arts. Additionally, recent decreases in the school budget poses a hefty challenge to maintain a high quality fine arts program.

With the help and support of the Lovett PTO, a strong and committed group of parents, teachers and community members, Lovett has built a positive and connected school community. Under the PTO umbrella there are groups like the Working Moms and Dads Club that provides opportunities for parents to be involved in multiple ways. In collaboration with the PTO Lovett hosts a variety of parent and community events, which include: The Fall Carnival, Family Movie Night, Mother Son Dance, Jog-a-Thon and Lovett Restaurant Nights. Annual events like Doughnuts with Dads, Muffins with Moms and Grandparents Day provide a host of opportunities for families and extended families to connect to the school. With a diverse student population Lovett's administrative and teaching staff are committed to providing an environment where all students feel accepted, celebrated and connected. Lovett has a No Place for Hate Committee that is a student run committee that helps to create an environment where students learn how to treat each other with respect and take ownership in creating a positive school culture. Implementation of positive behavior referrals in 2014, allows teachers and administrators to focus on the positive and have daily opportunities to celebrate individual students and connect with families.

Blending the academic and artistic world is a norm at Lovett. We have a strong reputation for excellence in both areas and community organizations seek us out providing our students with unique opportunities. Partnerships supports programs like Recipe for Success Seed to Plate, Lovett Wellness Warriors and

STEAM initiatives. On a monthly basis students have an on-campus performance that allows them to experience various cultures and art forms. Additionally, our student experience things like blending art and science to create a Scientific Opera, and blending engineering, math and art to build an Art Car for the Houston Art Car Parade. For 23 consecutive years your band has received top scores from judges at the HISD Concert Band Festival and this consistency of excellence led to being selected to perform at the state capitol for Arts Day at the Capitol.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Lovett Elementary is a Fine Arts Magnet school in the Houston Independent School District. In alignment with our mission and vision statements we offer a rigorous academic program for all learners regardless of their educational background or economic means. Responsibility and passion to educate and help to develop the whole child academically, emotionally, physically and artistically is a school focus and passion. Lovett Elementary uses the district scope and sequence and ensures that resources and instruction are aligned with the Texas Education Skills and Knowledge in all core content areas; English language arts(ELA), math, science, and social studies. Teachers also enhance the core curriculum by integrating drama and arts TEKS.

Lovett utilizes a balanced literacy approach that has a strong foundation in guided reading. The school has chosen this approach in alignment with the philosophy that all students read, write and learn at different levels and while all students need to master the TEKS, children need to achieve it by engaging in text that they can both read and comprehend. In grade K-2 guided reading is used and enhanced by book club in grade two for excelling readers. The Developmental Reading Assessment(DRA) is given three times a year to determine each student's independent (or instructional) level in the areas of reading engagement, oral reading fluency, and comprehension. Teachers address individual literacy needs in guided reading groups and objective driven work stations. In grades 3-5, ELA instruction is based around student book clubs, where students read grade level appropriate novels to focus on text analysis using fiction and non-fiction text. Each month we focus school wide on specific reading concepts. This was developed based on the Texas readiness and supporting standards and research based key reading strategies that children need to master to be successful readers. The daily literacy block is between 130 and 150 minutes. Struggling readers work with either our reading intervention teacher, a teaching assistant or an hourly certified teacher for additional support. This is in addition to their normal guided reading instruction that they receive from their classroom teacher. For gifted or above level readers/writers, the instructional level of their text increases and they are more involved in book clubs than in guided reading. In the last three years, I-stations, an online reading assessment and intervention has been utilized in grade K-5. Based on the I-stations assessments, students are divided into learning tiers and are provided reading support based on their individual level. Lovett's school wide writing plan focuses on a common language K-5, specific grade level expectations and taking four pieces of writing through the entire writing process in all grade levels for the school year. Each nine-week cycle, teachers focus on either narrative or expository writing. Teachers develop appropriate grade level rubrics to give feedback on writing which is collected in individual student writing portfolio that follows students from kindergarten to fifth grade.

Math instruction at Lovett is designed to allow students to move from concrete to abstract while building a strong foundation. Math curriculum is taught in a problem solving format using real world examples. Lovett's math program was restructured in response to the recent changes in math state standards that require students to be strong problem solvers. Teachers and administrators collaborate to select math resources that are aligned to TEKS and supported by research. Math in Focus is used in grades K-2 and Go Math in grades K-5. Teachers plan backwards designed units by creating a monthly common assessment using the TEKS. In order to create data driven instruction student's strengths and weaknesses are monitored and teachers make instructional adjustments based on this analysis. During the 2015-16 school year Lovett implemented small group instruction and work stations through the Daily 3 plus 1, which is Math with someone, Math by myself, Math writing, and Math technology. Three times a week, teacher pull students for small group lessons based on their progress from the previous common assessment and teacher observations.

Teachers use the state adopted resource Science Fusion along with AIMS Math and Science to address the TEKS required for elementary students. Students' also use United Streaming and Brain Pop to enhance science curriculum through technology. The science vertical team meets monthly to discuss and vet resources for campus use. Kindergarten and first grade teachers take frequent outdoor excursions to expose their students to real world science examples. A full time science lab teacher serves grades two through five

and blends in-classroom instruction along with hands-on experiences to create a highly engaging science experience.

Social studies instruction is integrated into the reading block using texts and articles appropriate for the grade level. Teachers also have a daily block of time dedicated to the social studies TEKS. The district scope and sequence is used as a guide to plan social studies instruction ensuring that all of the TEKS are either taught in collaboration with reading skills or during the social studies block. All grade levels use the district adopted weekly newspaper resource to enhance the instruction of the social studies TEKS. The resource is comprised of nonfiction articles that exposes students to map skills, informational text, geography skills and reading for a different purpose. The social studies skills are building blocks and increase in difficulty as students' progress through the grade levels. Social studies begins in Kindergarten with community helpers, symbols and very basic map skills such as directions and by fifth grade develops into geography and research skills.

## 2. Other Curriculum Areas:

As a Magnet School for Fine Arts excellence in the arts is a natural, integrated extension of students' academic experience at Lovett. During the school day all Lovett students participate in Magnet themed enrichment classes for 50 minutes a day. Kindergarten through fifth grade students attend two music classes, one art class, and two physical education classes each week. In addition to the magnet themed classes, all grade levels access the resources available in our extensive library and computer lab once a week.

In Kindergarten students take part in a general music class led by Lovett's Orchestra Director and Choir Director. Kindergarten students learn the basics of rhythm and begin to learn to read music notes as they sing, dance, and play musical games in line with the TEKS. In first grade, students make a decision to focus on a band instrument, string instrument, or continue in traditional classroom music. In the strings program, students at an early age may select violin or cello, and as their skill level (and size) grow they may switch to viola or double bass. The band and strings program is a Literacy Based program in which students learn to read music notes as they play. Students who select the band program begin on a flutophone in first grade and transition to recorder in the second grade. When students enter third grade, they are able to select any traditional band instrument. The day students select their instrument they receive the curriculum that maps objectives they need to master before entrance to the top performing band. At Lovett, it is not their grade that determines their level; it is the time they spend practicing their instrument. Lovett students who select to remain in the classroom music program have a wide variety in their curriculum including singing, learning to write their own music, and learning the basics of performing musicals. Students who show achievement in the musical arts participate in afterschool rehearsal as early as the end of second grade.

All Lovett students visit the art studio once a week. The curriculum for students in kindergarten through second grade is often tied with children's literature and the environment. TEKS for the younger grades include learning the basics of the elements of art by creating original artwork using various techniques while developing their fine motor skills. In third through fifth grades TEKS focus on the elements of art and developing art based on the principles of design and the use of appropriate vocabulary. An innovative program that is unique to Lovett is the student production of an annual Art Car. For the past three years all students have built a car around a theme and have received first and second place accolades in the Houston Art Car parade. Students in the younger grade do production in the studio and older students participate in assembling the car for the parade. This program highlights one of the many opportunities our students have to make cross curricula ties between artistic and academic TEKS. Students in grades three through five who choose to can participate in Lovett's on-campus media program, WHOS TV. Students act as sound man, camera man, and reporters to air announcements live each morning.

Lovett's kindergarten through fifth grade students engage in physical education two times a week. During class, students have opportunities to learn and participate in lifestyle sports like tennis and running that develop coordination and motor skills. The P.E. department has developed a curriculum in accordance with grade level TEKS that also teaches students about healthy food choices that lead to healthy lifestyles. Students work under the nine core values developed by First Tee Golf.

Students in all grade levels visit the Library once a week for half an hour. Lovett's librarian gives students a mini lesson before students have the opportunity to check in and out books. Lessons teach students how to find and select books, how to conduct research, and about internet safety. Classroom teachers take their classroom to the state of the art computer lab once a week for an hour. While in the lab students use desktop computers to work on district selected reading and math programs. The teachers also utilize time in the lab to teach students computer skills in research skills and computer applications.

### 3. Instructional Methods and Interventions:

Lovett Elementary provides classroom instruction utilizing a three tier system. Teachers and administrators carefully monitor every student through each tier to ensure they are progressing at the highest level. Tier one is the whole group lesson; the purpose of Tier one instruction as an initial exposure to lesson content which will be bolstered by Tiers two and three. Tier two consists of small group instruction of 4-6 students working with the teacher. This type of instruction allows for more individualized support to help both struggling and higher performing students meet Lovett's high standards. Tier three is the pull out/push in of the intervention team members who are each assigned a specific grade level to support. These intervention specialists are provided guidance through data discussions, teacher planning and preparation, as well as school wide professional development. Lovett views these intervention team members as a critical component to the student's continued success.

Lovett provides small group differentiated instruction for all students. All learners are provided small group assistance three times a week for both reading and math. Quantitative assessments are also made using data to determine the focus for small groups. Lastly; student performance is reviewed to determine if push in or pull out assistance is necessary for the students.

Lovett has a district wide reputation for success in reading. The campus implemented guided reading well before the district adopted it as best practice because its individualized approach to reading instruction fit well within our instructional methodology. For grade levels K through two, individual student goals are set at the beginning of the year using the Developmental Reading Assessment(DRA). Traditionally; within the DRA system, we anticipate kindergarten students to end on a level four, first grade students to end on an 18, and second grade on a 28. As a campus, we have expanded those goals to help students be prepared for reading requirements well ahead of district expectations. Additionally, student data is monitored at the beginning, middle, and end of the year on an extensive data wall. For the past two years Lovett has also had a full time reading intervention teacher who works directly with grades K-2. Her role is to help students meet and exceed grade level expectations in reading, as well as to support struggling students. Students also work with technology to support their learning. Each classroom has a Smart board, two desktops, laptops, and I pads for student use. Students are able to access a multitude of online resources (I -station, IXL, Think Through Math, myON, and Dreambox) that support their learning in each core content area.

### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

A variety of summative and formative assessments are used to make determinations about students learning and progress. The State of Texas Assessment for Academic Readiness(STAAR) is given to all students grade 3-5; it measures student proficiency and growth in reading, writing, math and science. In addition, students in grades K through 5 take the Iowa Test of Basic Skills (ITBS) as one of the criteria to qualify for the gifted program. Until the 2015-16 school year, ITBS was a requirement for all students and was used as another measure of student growth. Lovett utilizes monthly common assessments in each content area. These assessments are developed by the grade level PLC and provides teachers and students timely feedback on student's mastery of identified standards. The PLC analyzes the assessment results to identify corrective instruction that might be needed for students performing below or above the expectations. In addition, PLCs also use the common assessment data to group students for differentiation and identify what level of support a student needs to be successful. Multiple assessments are used to ensure that students build a strong foundation in literacy. The DRA is used as a progress monitoring tool three times a year. The data is used to guide the teacher's literacy instruction and to group students for guided reading groups. I-stations online literacy assessment is given three times a year as another measure of student literacy development. All first

and second grade students also take the District's High Frequency Word Assessment which is a promotion requirement.

Lovett shares assessment data with parents and community in multiple ways. All parents receive a copy of their child's STAAR and ITBS scores along with an explanation of what the scores mean. DRA and I-stations assessment data are also shared with parents and the campus always includes a letter that explains the assessment, the scores, and how the data will be utilized. Individual performance data is also shared with each student as a part of the student goal setting process. During open house, held within the first month of the school year, the principal shares all assessment data, discusses the school report card and next steps in addressing student learning needs. All assessment data is further shared with the Shared Decision Making Council(SDMC) and is analyzed to identify school improvement goals. The State School Report Card is posted on the school's website and sent home to every parent accompanied by a letter of explanation. To maintain Lovett's high level of student performance and to ensure that Lovett continues to improve, we diligently use a variety of data and observations to focus on the needs of all students. Knowing students intimately, acting in a timely manner and providing the right supports are key to maintaining high student performance.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

When you walk into Lovett Elementary you feel a sense of community and pride. It is a school community that takes pride in all students and staffs success whether academic or with in the fine arts arena. Lovett is a warm and inviting place to attend. There is a strong belief in celebrating the positive and working through the difficult in a positive and collaborative manner. The 3R's: Respectful, Responsible and Ready are practiced and discussed daily with our students and staff. Lovett administrators and teachers believe that developing positive relationships is at the heart of a successful school. Campus systems are in place to celebrate students and teachers. Teachers are able to celebrate students with positive behavior referrals and all stakeholders are invited to celebrate a Lovett staff member with a Lovett staff celebration card. Building strong connections builds trust and this allows school leaders to easily assist when a student, colleague or parent is having a difficult time. Through actions, open accessibility and demonstration of mutual respect for all stakeholders, parents, staff and students know that we are all here for them.

Lovett teachers are integral to building a positive school culture. The relationships they build with students are key to the student's success and to their success as educators. Students will work harder, show an increase level of achievement in their individual academic growth and put forth more effort when they have a positive relationship with their teacher or another adult on campus. Lovett believes that schools not only develop students academically but also guides them to be successful citizens who know how to express their thoughts and actions in an appropriate manner. The campus environment that has been created pushes everyone to work hard and push harder each day to better serve students.

Lovett's school culture is centered upon collaboration and PLC commitment. Effective teachers have been key to the campus's success. Teacher input, observations and feedback are valued and critical to not only student's success but also teacher success. Each month during monthly faculty meetings and in the weekly Lovett notes time is dedicated to highlighting teacher or grade level team's accomplishments. Administrators meet frequently with individual teachers and with teams to discuss next steps and the importance of their roles on our campus. New to Lovett teachers participate in a monthly new teacher professional development session where they discuss all things Lovett and the importance of their role on campus.

The team collaboration and Lovett's spirit of all hands on deck continues to support school success and growth. High expectations along with an enjoyable working environment that is positive, supportive, and collaborative is the only way for the Lovett community of learners to continue to grow.

### 2. Engaging Families and Community:

Parents and community are critical contributors to Lovett's success. Lovett Elementary is a highly collaborative school community where it is natural to see parents in classrooms volunteering, tutoring students, helping in the cafeteria and volunteering around the school and at community events. Parents organize multiple activities and experiences for Lovett students such as, the Fall Carnival, Lovett Restaurant Nights, Yearbook, Lovett Jog-a-Thon, multiple fundraisers, movies night, family dances, and fall/spring Book Fair. Parents and community not only contribute their time, but are also responsible for bring in additions to the building like a track for the physical education program, water fountains to the outdoor play areas, two play areas, as well as shaded areas for safe play.

The Lovett community recently had numerous families flooded out of their homes. Families lost their belongings (furniture, clothing, toys, books, valuables), and many families lost their homes and were forced to move as their homes underwent massive renovations. Lovett staff, parents, and student council organized a collection drive throughout the Lovett and Houston Community. Families from the Lovett community, the larger Southwest Houston Community, churches, and shelters were able to come and select from hundreds of items that were donated. In addition to support families that needed time to get their homes organized, during the summer, Lovett provided a free day camp to give parents time to get their

homes organized. Neighborhood partners like Chick-fil-a donated food for students and teachers donated their time. This was a success lesson in giving for the entire Lovett Community. This is continued through many events like the annual Jog-a-Thon that contributed to a retired police officer's paralyzed in a horrific accident, but now helps children that are paralyzed. Partnering with the Zero 2 a Hundred Foundation, taught students important lessons: they were highly impacted in their ability to work together to accomplish a common goal; they worked together, planned together and every child at Lovett ran on the campus track to do their part for this organization.

Connectedness is particularly important in a magnet school where families are coming together from across multiple neighborhoods and from diverse backgrounds. Lovett's cultural diversity provides unique opportunities to engage families. The Lovett Cultural Fair has been a highly anticipated event that allows families from various cultures to learn and experience each other. This event brings together community groups from various cultures, and our neighboring high school Bellaire High School. Students take pride in creating an experience for our school community and they learn important lessons in cultural appreciation and tolerance.

### 3. Professional Development:

Providing a differentiated and effective professional development program for educators can at times be more challenging than developing instruction for students. At Lovett many teachers are experienced and even those just starting their careers are already demonstrating characteristics of highly effective teachers. The campus implementation of the PLC structure has been highly impactful on teacher learning and growth. When creating professional development for teachers, the campus draws from multiple sources such as: student performance trends, changes in TEKS, trends from classroom observations, teacher input, research based professional development standards, and school improvement goals. Lovett finds that creating a connected and collaborative staff culture is critical to the school's ability to get students from differing learning needs to be ready and able to perform at high levels. At the beginning of the school year all Lovett staff (administrators, teachers, aides, custodial staff, office staff and cafeteria staff) participate in team and culture building professional development that continues to strengthen the campus culture that has a positive impact on our students.

To begin the school year each teacher meets with an administrator to develop their individual professional development plan. This is a collaboration between teacher and administrator and is designed to identify learning that is important to help the teacher in their continued development. The plan is monitored throughout the school year. Through feedback from our teachers and classroom observations, Lovett has moved to an increased differentiated approach to professional development. For new to Lovett staff, a yearlong professional development cohort has been established. During this cohort, teachers learn about Lovett and the practices that has made the school successful. With this cohort, new to Lovett staff are quickly able to catch-on to campus practices and systems. Some other options that are available to teachers are literacy and math talks. These sessions are held monthly and cover best practices in the content area as well as focus on strategies embedded in the school improvement plan. Based on teacher feedback one of the most impactful professional development opportunities has been for teacher to observe other teachers and give or receive feedback.

As a high performing campus, a large challenge is to maintain and increase student performance with a group of learners with highly diverse leaning needs. Over the last three school years, our PD has focused heavily on data driven instruction, rigorous instruction and planning effective objective driven lessons. All of these are strategies are in our school improvement plan. To begin this school year, Paul Bambrick-Santoyo's Driven by Data and Barbara Blackburn's research on rigor was utilized to build campus professional development. This professional development is further reinforced in PLCs and during monthly staff meetings which are used for professional development.

### 4. School Leadership:

Leaders are those that are willing to act on behalf of others and empower those around them to act; success streams from our actions. To shape our school vision Lovett leaders model and believe that Lovett can be

the ultimate school environment that focuses on individual student needs so every child can be highly successful. Campus leaders model a high level of collaboration and create a culture that is positive and supportive.

The school leadership team at Lovett consists of multiple layers of leaders. The core leadership team consists of the principal, assistant principal, magnet coordinator and teacher specialist. This team meets weekly to discuss the week ahead and to collaborate on next steps to meet student needs. Analysis of student achievement, teacher coaching, school support systems, and campus culture are key topics discussed. The extended leadership team consists of grade chairs representing each grade level, special education chair, content lead teachers, the school secretary and the plant operator. Collaboration, trust and communication have been key to building a highly effective leadership team.

Each member of the core leadership team supports a focus area that aligns with the overall school vision and goals. The principal, assistant principal and teacher specialist focus on core content curriculum and instruction, data analysis, and Response to Intervention (RtI) process. Lovett's magnet coordinator focuses on our fine arts programs, community arts partnerships, magnet procedures and compliance with state assessment requirements. Each grade chair facilitates a weekly PLC and ensures that each grade level is consistent with school policies, procedures and campus systems for student support. Teacher coaching, development and professional development is a collaborative effort among all leaders. The structure of school leadership team and campus systems has greatly impacted student achievement. Particularly through our weekly campus PLCs we are able to study student performance, student needs (both academic and social emotional), and collaboratively identify the best approach or support needed to help the student be successful. With multiple levels of leadership, we are able to pay close attention to details and implement various levels of support to help students achieve. Educating children is highly detailed work and the layers of our leadership team allows for the work to happen. Lovett takes pride in being able to identify and provide the supports each child needs to be highly successful.

Both the Lovett PTO and Shared Decision Making Committee (SDMC) have a vested interest in the school's success and also provide leadership. The SDMC consists of administrators, teachers, paraprofessionals, parents, community members and business partners. This committee meets monthly and provides ongoing input, support and guidance on critical issues that impact the school.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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Successful implementation of the Professional Learning Community(PLC) model has been the most impactful practice on student achievement at Lovett. Working as a Professional Learning Community is now embedded in the school's culture. Each PLC has a collective focus of helping all students learn at high levels. Every Lovett teacher and administrator belongs to a content area PLC that meets weekly to identify important standards to be taught, plan objective driven lessons, analyze student performance data and plan for the needs of individual students.

The first task of each Lovett PLC is to identify standards that students are to master and to break those standards down into objective driven lessons. Through this process, we find that instruction is tightly aligned with Texas Essential Knowledge and Skills(TEKS) and teachers have a clear roadmap of what they need to teach. Teachers utilize frequent common assessments to monitor student learning. They analyze the data to make decisions about small groups for differentiation, levels of intervention that might be needed, and instructional adjustments that need to be made. Within in the PLC teachers discuss what was taught, how it was taught and analyze how each student performed on formal and informal assessment.

Lovett's PLC practice also includes monthly and quarterly PLC data days with school administration. The focus using these sessions is data analysis, discussing and planning for individual students and identifying the correct level of intervention that needs to be provided. Within this level of the PLC we build safety nets so all students learning needs are supported. We also build the capacity of the teacher and the school to provide the type of instruction and support that all students need.

The impact of the PLC model on student achievement can be seen in Lovett's performance growth over the last five years. Lovett has been able to increase student achievement through transition in state testing from Texas Assessment of Knowledge and Skills(TAKS) to STAAR, a much more rigorous assessment with increased performance expectations for students. In the 2014-15 school year, despite increases, Lovett earned five distinctions from the Texas Education Agency. These distinctions are awarded to schools that perform within the highest 25% of campuses in the state. These distinctions included: achievement in science, reading, growth of the top 25% of students, closing the performance gap, and post-secondary readiness.

The PLC model has been key to our student's success and it will continue to be a core practice on our campus as we move our students to even greater achievement. The implementation of the PLC model grounds all teachers and administrators in the collective focus that all Lovett students will learn at high levels and it is up to the school team to do whatever it takes to make it happen.