

The School District of Palm Beach County

Loxahatchee Groves Elementary



2015-16 School Improvement Plan

Loxahatchee Groves Elementary

16020 OKEECHOBEE BLVD, Loxahatchee, FL 33470

www.edline.net/pages/loxahatchee_groves_elementary

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	46%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Loxahatchee Groves Elementary envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

Provide the school's vision statement

Loxahatchee Groves Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Ensure that relationship-building is a clear priority;
- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
- Teachers and staff members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students defined by the schools SwPBS/SWE Expectations;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings through School Based Team Meetings;
- Teachers are given the opportunity to attend District provided Professional Development on multicultural offerings;
- Provide professional development to staff on increasing positive interactions with students during Learning Team Meetings, Staff Meetings, and/or PDDs utilizing information and data from SwPBS/SWE meetings;
- Writing Action Plan goals based on data collected during SwPBS/SWE.

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

Through the SwPBS Universal Guidelines the Staff will;

- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

- SwPBS/SWE team reviews data to ensure students are engaged while in class.
- During Classroom Walk through student time on task is monitored;
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.
- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- Class meetings will occur on a frequent basis to include student feedback.

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

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance,

workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We want to see an increase in the numbers of parents/guardians who are visibly seen on our school campus for various school related functions/activities

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate school news to parents through monthly newsletter;
- Positive notes, letters, phone calls home;

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

Loxahatchee Groves Elementary School has several partnerships with local businesses. They attend our SAC meetings and donate to our school activities (school carnival, All Pro Dad). Individual classrooms are adopted by local businesses through financial donations and other considerations. We will also continue with the 21st Century Community Grant. This program will provide free aftercare and summer camp for up to 65 students. This program also has required parent training sessions. These sessions are designed to assist parents to help the children academically at home.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Myerson, Richard	Principal
McCallum, David	Assistant Principal
Brandofino, Paul	Teacher, K-12
Egan, Kerrie	Teacher, K-12
Garofalo, Mary	Teacher, K-12
Byrd, Kathi	Teacher, K-12
D'angelo, Renee	Teacher, ESE
Yurick, Karla	Teacher, K-12
Cheatham, Angela	Teacher, ESE
Ramirez, Christine	Teacher, K-12
Fleming, Kristina	Teacher, K-12
DeGirolarmo, Mallorie	Teacher, K-12
Martin, Anita	Other
May, Vicki	Teacher, PreK

Duties

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

The School Leadership Team attends monthly meetings with the administration. The School Leadership Team discusses issues and a conscience is reached. Then this information is disseminates to their colleagues to keep them updated on any upcoming school matters or functions. The School Leadership Team seeks input from their colleagues in regards to any school program,

policy, or procedure. The School Leadership Team serve as instructional leaders and practice shared decision, making, with staff, in the day to day operations of the school.

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

Highly Qualified Teachers (HQT) are employed. Administration matches teachers' qualifications to their assignments and job responsibilities. Scheduling includes Tier 1 instruction (Tier 2 and 3 is provided if needed). The School Leadership Team uses data to analyze the needs of the school and assigns staff members to meet these needs. Regular Learning Team Meetings and Grade Chair Meetings are used for monitoring and problem-solving.

School Title I funds afford the opportunity for;

.5 SAI Teacher to assist with the iii for identified students.

.5 Reading Coach to build teaching capacity across all grade levels and support the district balance literacy initiative.

Daily Substitute (Retired Certified Teacher) to assist with the iii for identified students.

Parent Training in the content areas so parents can assist students at home.

District Title I and Title II funds offer;

Literacy Cohort Training from district personnel

Area Support Teams in literacy, math, and science.

Homeless Program

Other District Resources;

SAI Teacher to give direct instruction to identified students below grade level in reading.

VPK Program that develops foundational skills needed for success in Kindergarten.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Richard Myerson	Principal
Cheryl Shenker	Teacher
Nancy Narrow	Education Support Employee
Lynn Balch	Business/Community
Macdalena Zatorska	Parent
Elizabeth Smith	Parent
Dana Bates	Teacher
Gregory Marconi	Parent
Joannie Dewitt-Hopkins	Parent
Betty Argue	Parent
Byrnes Guilloume	Business/Community
Marcia Mitchell	Teacher
Ursula Cespedes	Education Support Employee
Beth Rice	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Last year's SAC reviewed and approved last year's School improvement Plan. The plan was reviewed and modified periodically throughout the year based on the needs of the students based upon data.

Development of this school improvement plan

SAC will develop and oversee the implementation of the School Improvement Plan, enlist, promote, and support greater interaction between school and community, provide input in matters concerning disbursement of school improvement funds and other monies related to school improvement, and to ensure that such expenditures are consistent with the School Improvement Plan. The SAC will also make decisions based on available data, consult with people or departments needed to support the School Improvement Plan, and provide input on financial operations at the school.

Preparation of the school's annual budget and plan

The school's annual budget is shared with SAC. The SAC is asked if they have any questions or comments. SAC and parents provide input to the Title I Budget.

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

In SY 2015 we had \$4563 in our school improvement fund. We purchased a Blue LLI Kit which cost \$3213. The kit is used to remediate students below grade level in reading.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Myerson, Richard	Principal
McCallum, David	Assistant Principal
Garofalo, Mary	Teacher, K-12
Schultz, Yvonne	Teacher, K-12
Daniels, Gina	Instructional Coach
DeGirolarmo, Mallorie	Teacher, K-12
Shean, Sarah	Teacher, K-12
Lalama, Lindsay	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT works to support Balanced Literacy. Events and incentive programs are discussed and implemented during LLT meetings and shared with the staff. Reading Counts, Istation, Book Clubs and reading competitions(Summer Slide, Bike giveaway, Books from the Principal,...) are some of the highlights of literacy promotions. The Literacy coach collects data and shares best practices with the LLT. Data from lobservation is collected and shared by the Principal and Assistant Principal to identify best practices by teachers. EDW and Performance Matters Data is analyzed to identify students needing additional assistance.

Public and Collaborative Teaching

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

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

Learning Team Meetings (LTM) will be conducted by each grade level on a bi-weekly basis. The teachers at each grade level will be analyzing data and identifying effective instructional strategies/practices that are being implemented in one's classroom when presenting a specific academic concept. The data will provide information to the teachers to assist them in increasing student achievement in their classrooms. The teachers will positively collaborate with one another to ensure that the standards are being covered and that the curriculum is rigorous.

Data is used to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

1. Regular meetings consisting of new teachers with administration.
2. Partnering new teachers with veteran staff.
3. School District sponsored job fairs.
4. New Teacher Monthly Meetings
5. ESP Program
6. Ongoing professional development to include; Literacy Cohort Training, LLI, Math cadre training, STEM Coaching.
7. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Mentee is assigned a Mentor based on working with students in the same grade level. Meetings in the form of observations and conferences were held to discuss strategies and best practices in order to meet the needs of the diverse learners in the classroom. These are designed to assist the Mentee in becoming a more effective educator.

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning

and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The curriculum and the instructional materials that are utilized are aligned to the Florida Standards. Professional Learning Communities and Learning Team Committees by grade level have been created to have a positive impact on student achievement. Effective strategies, practices, materials, and tools (technology) are discussed and incorporated in teachers' classrooms to meet the needs of the students.

Instructional Strategies

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

Students receive instruction from their classroom teacher. If no progress has been made, a referral packet is completed. The school based team would meet to begin the Rti process. The school based team would meet every eight weeks to determine if the student is meeting his or her goals. The school has Learning Team Meetings on a bi-monthly basis. Data is analyzed and compared. Each class has a 90 minute Reading block which utilizes a balanced literacy approach. The school provides Reading and Math resources in a centrally located Book/Resource room on campus. Teachers at all grade levels have been trained and are implementing the LLI program to meet the needs of struggling readers. The use of the 21st Century grant allows selected students to benefit from an after school program with an academic focus.

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

Strategy: After School Program

Minutes added to school year: 1,440

Targeted Students will receive remediation and enrichment in multiple subjects.

Strategy Rationale

This program is designed to assist students who have not had opportunities to attend after school programs such as SACC or private care.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Shenker, Cheryl, cheryl.shenker@palmbeachschools.org

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

Data is collected and analyzed continuously to ensure that the concepts presented are meeting the student's academic needs.

Student Transition and Readiness

PreK-12 Transition

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

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

1. Loxahatchee Groves Elementary School has 2 Inclusion VPK units primarily serving the children that will attend our school in Kindergarten.
2. Host Kindergarten Round-Up in the day time and at night. At this meeting, we will share Kindergarten readiness activities the parents can do with their children.
3. Loxahatchee Groves Elementary School will coordinate with area day care centers with our Kindergarten readiness expectations.
4. Loxahatchee Groves Elementary will have a staggered start schedule during the first two days of school for our Kindergarten and VPK students.
5. Incoming Kindergarten parents will visit the classrooms during Kindergarten Round-Up.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we Increase Family Involvement and parent capacity to assist students with the increased demand of the Florida State Standards then the students will improve their classroom and FSA/FCAT performance.
- G2.** If Language Arts Teachers utilize the Balance Literacy approach supported by the district to teaching Reading and Writing Units of Study then the students will improve their classroom and FSA/FCAT performance.
- G3.** If Teachers and Administrators collaboratively create, implement and reflect on formative and summative assessments and assignments that monitor student growth to increase proficiency then the students will improve their classroom and FSA/FCAT performance. .

Strategic Goals Detail

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

G1. If we Increase Family Involvement and parent capacity to assist students with the increased demand of the Florida State Standards then the students will improve their classroom and FSA/FCAT performance.

1a

G074901

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	200.0

Resources Available to Support the Goal 2

- School and district resource personnel.

Targeted Barriers to Achieving the Goal 3

- Parents need support assisting students with new Florida State Standards.

Plan to Monitor Progress Toward G1. 8

School Survey will show increased parent support.

Person Responsible

Richard Myerson

Schedule

Annually, from 8/17/2015 to 6/2/2016

Evidence of Completion

School Survey.

G2. If Language Arts Teachers utilize the Balance Literacy approach supported by the district to teaching Reading and Writing Units of Study then the students will improve their classroom and FSA/FCAT performance. 1a

G074902

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0
ELA/Reading Gains	75.0
FSA English Language Arts - Achievement	65.0
Non-proficient Reading by Grade 03	20.0

Resources Available to Support the Goal 2

- District offered training
- Florida State Standards
- Test item Specifications
- Common Planning
- Scheduled LTMs
- .5 Reading Coach funded through Title I

Targeted Barriers to Achieving the Goal 3

- Number of students entering school unprepared is increasing.
- Teachers are unfamiliar with new standards
- Teachers that are new to teaching reading using the district created Units of Study

Plan to Monitor Progress Toward G2. 8

Data will be collected from district and state assessments to monitor progress.

Person Responsible

Richard Myerson

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

District and state assessments will be used to compare Loxahatchee Groves to similar schools and our proficiency rate will be comparative or higher then schools similar to our demographics.

G3. If Teachers and Administrators collaboratively create, implement and reflect on formative and summative assessments and assignments that monitor student growth to increase proficiency then the students will improve their classroom and FSA/FCAT performance. . 1a

G074903

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0
Math Achievement District Assessment	75.0
ELA Achievement District Assessment	75.0

Resources Available to Support the Goal 2

- Performance Matters and Unify programs adopted by the district
- Scheduled Learning Team Meeting times
- Florida State Standards
- Test Item Specifications
- EDW
- District and State Assessments (Diagnostic Assessments, FLIKRS, Reading Running Record Benchmark Assessment System by Fountas and Pinnell, Florida Standards Assessment, SRI,...)

Targeted Barriers to Achieving the Goal 3

- Learning the New State Standards that have an increased rigor
- Learning the New Test Item Specifications with increased rigor

Plan to Monitor Progress Toward G3. 8

Data will be collected from teacher, school, and district assessments to monitor progress towards meeting Florida Standards.

Person Responsible

Richard Myerson

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion


Evidence will be collected using the common district and state assessments to compare Loxahatchee Groves to other schools with similar demographics.

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we Increase Family Involvement and parent capacity to assist students with the increased demand of the Florida State Standards then the students will improve their classroom and FSA/FCAT performance. **1**

 G074901

G1.B1 Parents need support assisting students with new Florida State Standards. **2**

 B195635

G1.B1.S1 School will give parents opportunities to learn strategies for assisting students. **4**

 S207323

Strategy Rationale

Many new ways of teaching students are not understood by parents.

Action Step 1 **5**

ESOL parents will be offered English classes after school.

Person Responsible

Richard Myerson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Parents will sign in for classes.

Action Step 2 5

Parent Training focused on increasing parents ability to help improve student achievement.

Person Responsible

Richard Myerson

Schedule

Every 2 Months, from 8/17/2015 to 6/2/2016

Evidence of Completion

Parent sign in and evaluation forms

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

Parent Involvement will increase at all parent training opportunities.

Person Responsible

Richard Myerson

Schedule

Every 2 Months, from 8/17/2015 to 6/2/2016

Evidence of Completion

Sign in sheets and evaluation forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Evaluation forms will be collected and reviewed to monitor effectiveness.

Person Responsible

Richard Myerson

Schedule

Every 2 Months, from 8/17/2015 to 6/2/2016

Evidence of Completion

Reviewed evaluations will provide information to improve future training for parents.

G2. If Language Arts Teachers utilize the Balance Literacy approach supported by the district to teaching Reading and Writing Units of Study then the students will improve their classroom and FSA/FCAT performance. 1

G074902

G2.B1 Number of students entering school unprepared is increasing. 2

B195636

G2.B1.S1 Use district and state assessments to identify students that are in need of additional assistance and give them remediation during iii and refer students to School Based Team to start and monitor student's progress through the tiers of RTI. 4

S207324

Strategy Rationale

Early identification and remediation will help student reach grade level expectations on Florida State Standards as measures by state assessments.

Action Step 1 5

During LTMs teachers and administrators will analyze data and identify students for iii, SBT and after school tutoring.

Person Responsible

Richard Myerson

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Students identified as needing remediation will be assigned to specific teachers that will collect data points and track progress.

Action Step 2 5

Substitute teacher will provide tutoring during iii to identified students.

Person Responsible

Richard Myerson

Schedule

Weekly, from 1/11/2016 to 3/11/2016

Evidence of Completion

Student attendance and data collected during LLI

Action Step 3 5

.5 Title 1 resource teacher will provide LLI/small group instruction during the iii block.

Person Responsible

Richard Myerson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

SAI teacher schedule, Class Roster and Lesson Plans, iii support staff schedule

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

During LTMs data from teacher, school, district and state assessments will be analyzed and identified students will be closely monitored for increased growth to narrow the achievement gap.

Person Responsible

Richard Myerson

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

EDW LLI Reports

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

District and state assessments will be monitored for learning gains of the lowest 25% and students identified as needing improvement.

Person Responsible

Richard Myerson

Schedule

Biweekly, from 8/17/2015 to 6/2/2016


Evidence of Completion

An increase in the achievement of the lowest 25% and students identified as needing improvement.

G2.B2 Teachers are unfamiliar with new standards 2

 B195637

G2.B2.S1 Teachers will attend district professional development on Balanced Literacy. 4

 S207325

Strategy Rationale

District will link new Florida State Standards to District's Balanced Literacy Program.

Action Step 1 5

Teachers will attend school and district professional development to increase their effectiveness as literacy teachers.

Person Responsible

Richard Myerson

Schedule

On 6/2/2016

Evidence of Completion

Agendas, sign in, Reading Coach Log, LTM Documentation

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Implementation of district literacy plan will be monitored through lesson plans, LTMs and observations.

Person Responsible

Richard Myerson

Schedule

On 6/2/2016

Evidence of Completion

Reading Leadership Team Meetings, LTM Agendas, Classroom Coaching Log

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers fluency of District's balanced literacy plan will increase student achievement in reading and writing.

Person Responsible

Richard Myerson

Schedule

On 6/2/2016

Evidence of Completion

District and state assessments will show increased proficiency.

G2.B2.S2 Reading Coach will work with teachers on implementing a balanced literacy instructional model. 4

 S207326

Strategy Rationale

District uses the Balanced Literacy model for teaching ELA and teachers need guidance implementing district's Units of Study.

Action Step 1 5

Reading Coach will assist teachers with implementing Balanced Literacy using the district Units of Study.

Person Responsible

Gina Daniels

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

LTM Agendas, Student RRR Data, Teacher's lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Reading Coach will meet with administration weekly to discuss progress and needed professional development.

Person Responsible

Gina Daniels

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Teacher Lesson Plans, observation data, LTM agendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administration will look for implementation of Balanced Literacy in classrooms.

Person Responsible

Richard Myerson


Schedule

Daily, from 9/1/2015 to 6/2/2016

Evidence of Completion

observation data, Evidence of Balanced Literacy during reading walkthroughs.

G2.B3 Teachers that are new to teaching reading using the district created Units of Study **2**

 B195638

G2.B3.S1 Teachers new to teaching reading using the district created Units of Study will need additional support. **4**

 S207327

Strategy Rationale

Due to the increased demands of the Florida State Standards and the dynamics of the curriculum some departmentalized grades needed to be self-contained. Some teachers have not had the opportunity to go through the district reading roll out and will need to have additional support this year to master teaching reading.

Action Step 1 **5**

Teachers will attend district professional development to increase their effectiveness as literacy teachers.

Person Responsible

Richard Myerson

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

TDE and Agendas from meetings

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Implementation of district literacy plan will be monitored through lesson plans, LTMs and observations.

Person Responsible

Richard Myerson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

District and state assessments will be monitored to track Loxahatchee Groves progress using comparative data from similar schools.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Teachers fluency of District's balanced literacy plan will increase student achievement in reading and writing.

Person Responsible

Richard Myerson

Schedule

Daily, from 8/17/2015 to 6/2/2016


Evidence of Completion

Proficiency on district and state assessments will increase.

G3. If Teachers and Administrators collaboratively create, implement and reflect on formative and summative assessments and assignments that monitor student growth to increase proficiency then the students will improve their classroom and FSA/FCAT performance. . 1

 G074903

G3.B2 Learning the New State Standards that have an increased rigor 2

 B195640

G3.B2.S1 During LTM's teachers and administrators will collaboratively unpack standards to develop lessons and assessments that will enable our students to reach and exceed the Florida State Standards.

4

 S207328

Strategy Rationale

With the introduction of the Florida State Standards all stakeholders need to become experts in their areas of curriculum.

Action Step 1 5

Teachers will go to district offered training for math and science.

Person Responsible

Richard Myerson

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

TDE and Agenda from meetings

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Data will be collected from a variety of assessments and discussed during LTMs to monitor the implementation of the Florida State Standards.

Person Responsible

Richard Myerson

Schedule

On 6/2/2016

Evidence of Completion

Data from District and State Assessments will be used to monitor Loxahatchee Groves compared to other schools with similar demographics.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Based on data from teacher, school, district and state assessments teachers will revisit standards that need improvement during LTMs and reteach standards to select students.

Person Responsible

Richard Myerson

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Data from district and state assessments will be collected and used to monitor Loxahatchee Groves progress compared to other schools with similar demographics.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Lesson plans and lessons will be monitored for increased rigor and alignment with the Test Item Specification through classroom observations.

Person Responsible

Richard Myerson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

An increase of observed lessons that are marked in domains 3 and 4 on the Marzano system in I-Observation.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

We will use data collected from I-Observation in domains 3 & 4 to monitor and guide our goal of increasing rigor in the classrooms.

Person Responsible

Richard Myerson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Data from District and State Assessments will be used to monitor Loxahatchee Groves compared to other schools with similar demographics.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	ESOL parents will be offered English classes after school.	Myerson, Richard	8/17/2015	Parents will sign in for classes.	6/2/2016 weekly
G2.B1.S1.A1	During LTMs teachers and administrators will analyze data and identify students for iii, SBT and after school tutoring.	Myerson, Richard	8/17/2015	Students identified as needing remediation will be assigned to specific teachers that will collect data points and track progress.	6/2/2016 biweekly
G2.B2.S1.A1	Teachers will attend school and district professional development to increase their effectiveness as literacy teachers.	Myerson, Richard	8/17/2015	Agendas, sign in, Reading Coach Log, LTM Documentation	6/2/2016 one-time
G2.B2.S2.A1	Reading Coach will assist teachers with implementing Balanced Literacy using the district Units of Study.	Daniels, Gina	8/17/2015	LTM Agendas, Student RRR Data, Teacher's lesson plans	6/2/2016 daily

Palm Beach - 1901 - Loxahatchee Groves Elementary - 2015-16 SIP
Loxahatchee Groves Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Teachers will attend district professional development to increase their effectiveness as literacy teachers.	Myerson, Richard	8/17/2015	TDE and Agendas from meetings	6/2/2016 monthly
G3.B2.S1.A1	Teachers will go to district offered training for math and science.	Myerson, Richard	8/17/2015	TDE and Agenda from meetings	6/2/2016 monthly
G1.B1.S1.A2	Parent Training focused on increasing parents ability to help improve student achievement.	Myerson, Richard	8/17/2015	Parent sign in and evaluation forms	6/2/2016 every-2-months
G2.B1.S1.A2	Substitute teacher will provide tutoring during iii to identified students.	Myerson, Richard	1/11/2016	Student attendance and data collected during LLI	3/11/2016 weekly
G2.B1.S1.A3	.5 Title 1 resource teacher will provide LLI/small group instruction during the iii block.	Myerson, Richard	8/17/2015	SAI teacher schedule, Class Roster and Lesson Plans, iii support staff schedule	6/2/2016 daily
G1.MA1	School Survey will show increased parent support.	Myerson, Richard	8/17/2015	School Survey.	6/2/2016 annually
G1.B1.S1.MA1	Evaluation forms will be collected and reviewed to monitor effectiveness.	Myerson, Richard	8/17/2015	Reviewed evaluations will provide information to improve future training for parents.	6/2/2016 every-2-months
G1.B1.S1.MA1	Parent Involvement will increase at all parent training opportunities.	Myerson, Richard	8/17/2015	Sign in sheets and evaluation forms	6/2/2016 every-2-months
G2.MA1	Data will be collected from district and state assessments to monitor progress.	Myerson, Richard	8/17/2015	District and state assessments will be used to compare Loxahatchee Groves to similar schools and our proficiency rate will be comparative or higher then schools similar to our demographics.	6/2/2016 monthly
G2.B1.S1.MA1	District and state assessments will be monitored for learning gains of the lowest 25% and students identified as needing improvement.	Myerson, Richard	8/17/2015	An increase in the achievement of the lowest 25% and students identified as needing improvement.	6/2/2016 biweekly
G2.B1.S1.MA1	During LTMs data from teacher, school, district and state assessments will be analyzed and identified students will be closely monitored for increased growth to narrow the achievement gap.	Myerson, Richard	8/17/2015	EDW LLI Reports	6/2/2016 monthly
G2.B2.S1.MA1	Teachers fluency of District's balanced literacy plan will increase student achievement in reading and writing.	Myerson, Richard	8/17/2015	District and state assessments will show increased proficiency.	6/2/2016 one-time
G2.B2.S1.MA1	Implementation of district literacy plan will be monitored through lesson plans, LTMs and observations.	Myerson, Richard	8/17/2015	Reading Leadership Team Meetings, LTM Agendas, Classroom Coaching Log	6/2/2016 one-time
G2.B3.S1.MA1	Teachers fluency of District's balanced literacy plan will increase student achievement in reading and writing.	Myerson, Richard	8/17/2015	Proficiency on district and state assessments will increase.	6/2/2016 daily
G2.B3.S1.MA1	Implementation of district literacy plan will be monitored through lesson plans, LTMs and observations.	Myerson, Richard	8/17/2015	District and state assessments will be monitored to track Loxahatchee Groves progress using comparative data from similar schools.	6/2/2016 daily
G2.B2.S2.MA1	Administration will look for implementation of Balanced Literacy in classrooms.	Myerson, Richard	9/1/2015	lobservation data, Evidence of Balanced Literacy during reading walkthroughs.	6/2/2016 daily
G2.B2.S2.MA1	Reading Coach will meet with administration weekly to discuss progress and needed professional development.	Daniels, Gina	8/17/2015	Teacher Lesson Plans, lobservation data, LTM agendas	6/2/2016 weekly
G3.MA1	Data will be collected from teacher, school, and district assessments to monitor progress towards meeting Florida Standards.	Myerson, Richard	8/17/2015	Evidence will be collected using the common district and state assessments to compare Loxahatchee Groves to other schools with similar demographics.	6/2/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1	Based on data from teacher, school, district and state assessments teachers will revisit standards that need improvement during LTMs and reteach standards to select students.	Myerson, Richard	8/17/2015	Data from district and state assessments will be collected and used to monitor Loxahatchee Groves progress compared to other schools with similar demographics.	6/2/2016 biweekly
G3.B2.S1.MA1	Data will be collected from a variety of assessments and discussed during LTMs to monitor the implementation of the Florida State Standards.	Myerson, Richard	8/17/2015	Data from District and State Assessments will be used to monitor Loxahatchee Groves compared to other schools with similar demographics.	6/2/2016 one-time
G3.B3.S1.MA1	We will use data collected from I-Observation in domains 3 & 4 to monitor and guide our goal of increasing rigor in the classrooms.	Myerson, Richard	8/17/2015	Data from District and State Assessments will be used to monitor Loxahatchee Groves compared to other schools with similar demographics.	6/2/2016 daily
G3.B3.S1.MA1	Lesson plans and lessons will be monitored for increased rigor and alignment with the Test Item Specification through classroom observations.	Myerson, Richard	8/17/2015	An increase of observed lessons that are marked in domains 3 and 4 on the Marzano system in I-Observation.	6/2/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If Language Arts Teachers utilize the Balance Literacy approach supported by the district to teaching Reading and Writing Units of Study then the students will improve their classroom and FSA/FCAT performance.

G2.B1 Number of students entering school unprepared is increasing.

G2.B1.S1 Use district and state assessments to identify students that are in need of additional assistance and give them remediation during iii and refer students to School Based Team to start and monitor student's progress through the tiers of RTI.

PD Opportunity 1

During LTM's teachers and administrators will analyze data and identify students for iii, SBT and after school tutoring.

Facilitator

Richard Myerson, David McCallum

Participants

Teachers

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

G2.B2 Teachers are unfamiliar with new standards

G2.B2.S1 Teachers will attend district professional development on Balanced Literacy.

PD Opportunity 1

Teachers will attend school and district professional development to increase their effectiveness as literacy teachers.

Facilitator

Janelle Giebus and Maureen Grosvenor

Participants

All Language Arts Teachers

Schedule

On 6/2/2016

G2.B3 Teachers that are new to teaching reading using the district created Units of Study

G2.B3.S1 Teachers new to teaching reading using the district created Units of Study will need additional support.

PD Opportunity 1

Teachers will attend district professional development to increase their effectiveness as literacy teachers.

Facilitator

TBD and Maureen Grosvenor

Participants

All Literacy Teachers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

G3. If Teachers and Administrators collaboratively create, implement and reflect on formative and summative assessments and assignments that monitor student growth to increase proficiency then the students will improve their classroom and FSA/FCAT performance. .

G3.B2 Learning the New State Standards that have an increased rigor

G3.B2.S1 During LTMs teachers and administrators will collaboratively unpack standards to develop lessons and assessments that will enable our students to reach and exceed the Florida State Standards.

PD Opportunity 1

Teachers will go to district offered training for math and science.

Facilitator

District Professional Development Team

Participants

Math and Science Teachers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	ESOL parents will be offered English classes after school.				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	1901 - Loxahatchee Groves Elementary	Title I Part A		\$350.00
<i>Notes: Supplies for Parent ESOL Classes</i>						
2	G1.B1.S1.A2	Parent Training focused on increasing parents ability to help improve student achievement.				\$715.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	1901 - Loxahatchee Groves Elementary	Title I Part A		\$715.00
<i>Notes: Materials needed for parent training such as paper, ink, folders, pens, markers, refreshments</i>						
3	G2.B1.S1.A1	During LTMs teachers and administrators will analyze data and identify students for iii, SBT and after school tutoring.				\$0.00
4	G2.B1.S1.A2	Substitute teacher will provide tutoring during iii to identified students.				\$6,932.41
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	750-Other Personal Services	1901 - Loxahatchee Groves Elementary	Title I Part A		\$6,733.41
<i>Notes: Sub - pullout for LLI</i>						
	5100	750-Other Personal Services	1901 - Loxahatchee Groves Elementary	Title I Part A		\$199.00
<i>Notes: Bens - pullout for LLI</i>						
5	G2.B1.S1.A3	.5 Title 1 resource teacher will provide LLI/small group instruction during the iii block.				\$42,877.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	1901 - Loxahatchee Groves Elementary	Title I Part A		\$35,945.00
<i>Notes: .5 SAI Salary and Benefits</i>						
	5100	750-Other Personal Services	1901 - Loxahatchee Groves Elementary	Title I Part A		\$6,932.00
<i>Notes: Salary and Benefits for iii support staff</i>						

Budget Data						
6	G2.B2.S1.A1	Teachers will attend school and district professional development to increase their effectiveness as literacy teachers.				\$35,945.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	130-Other Certified Instructional Personnel	1901 - Loxahatchee Groves Elementary	Title I Part A		\$35,945.00
			<i>Notes: .5 Reading Coach Salary and Benefits</i>			
7	G2.B2.S2.A1	Reading Coach will assist teachers with implementing Balanced Literacy using the district Units of Study.				\$0.00
8	G2.B3.S1.A1	Teachers will attend district professional development to increase their effectiveness as literacy teachers.				\$0.00
9	G3.B2.S1.A1	Teachers will go to district offered training for math and science.				\$0.00
					Total:	\$86,819.41