Loxahatchee Groves Elementary

2016-17 Schoolwide Improvement Plan

Loxahatchee Groves Elementary

16020 OKEECHOBEE BLVD, Loxahatchee, FL 33470

https://lges.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	A	A

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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Loxahatchee Groves Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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;

b. 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.

c. 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.

d. 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.

3. 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).

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

Attendance- EDW Reports are run to identify students in red or yellow.

Struggling students are identified through classroom performance, district assessments and FSA. Students that are in need of remediation are scheduled for iii. Students more than 1 year below grade level are referred to SBT and monitored through the tiers of RTI.

Students scoring level 1 on FSA are referred to SBT and monitored through the tiers of RTI.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	7	15	6	14	10	0	0	0	0	0	0	0	64
One or more suspensions	0	0	3	0	0	3	0	0	0	0	0	0	0	6
Course failure in ELA or Math	15	20	36	26	39	26	0	0	0	0	0	0	0	162
Level 1 on statewide assessment	0	0	0	21	29	28	0	0	0	0	0	0	0	78

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	4	9	19	28	22	0	0	0	0	0	0	0	87

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

Attendance- Reports are run and letters sent home to parents for students in red or yellow on EDW report. Students that receive two letters and are not improving attendance are referred to SBT where a truancy referral is completed. If students are still not attending school the truancy packet is sent to the district for additional support. Positive reward system in place for classes with 100% attendance.

Students that are in need of remediation in ELA and/or Math are scheduled for iii. Students more than 1 year below grade level are referred to SBT and monitored through the tiers of RTI. Programs like LLI, Wilson, and Fundations are used to help remediate in ELA. Math students are given individualized small group instruction to help bridge gaps.

Students scoring level 1 on FSA are referred to SBT and monitored through the tiers of RTI. These students are given more intensive time using the LLI, Wilson and Fundations for ELA. Math remediations are also given more intensive small group instruction.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. 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;

2. 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, STEAM Partners). Individual classrooms are adopted by Families and 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.

C. 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).

1. School Leadership Team

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

Name	Title
Myerson, Richard	Principal
McCallum, David	Assistant Principal
Brandofino, Paul	Teacher, K-12
Egan, Kerrie	Teacher, K-12
Garofalo, Mary	Teacher, K-12
D'angelo, Renee	Teacher, ESE
Yurick, Karla	Teacher, K-12
Ramirez, Christine	Teacher, K-12
Martin, Anita	Other
Daniels, Gina	Teacher, K-12

b. Duties

1. 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.

2. 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.

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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Richard Myerson	Principal
Cheryl Shenker	Teacher
Nancy Narrow	Education Support Employee
Lynn Balch	Business/Community
Gregory Marconi	Parent
Betty Argue	Parent
Byrnes Guilloume	Business/Community
Terrence Brooks	Parent
Norma Martinez	Parent

b. Duties

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

a. 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.

b. 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.

c. 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.

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

In SY 2016 we had $900 in our school improvement fund that was not used and rolied over to FY 2017. In FY 2017 we should receive an additional $2400. With these funds we will purchase Fundations materials. We will also use funds to pay substitute teachers so classroom teachers can attend various professional development opportunities.

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

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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
Egan, Kerrie	Teacher, K-12
Ramirez, Christine	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 Iobservation 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.

D. 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).

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

Professional Learning Communities (PLCs) 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.

2. 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, STEAM 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 iii 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.

2. 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)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Myerson, Richard, richard.myerson@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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G2.   If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. `1a`

🔑 G083738

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	58.0
FSA Mathematics Achievement	74.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal `3`

- Differentiating instruction to meet the needs of all learners.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- AMP and Advance classes
- STEAM School
- ESE and ELL Teachers
- iii schedule
- SAI Teacher
- Scheduled PLCs

Plan to Monitor Progress Toward G1. `8`

District and State assessments will be monitored for students growth and progress.

Person Responsible
Richard Myerson

Schedule
Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion
Assessment data in Performance Matters, EDW, IReady and grade level common assessments

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. `1a`

🔍 G083739

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA ELA Achievement	58.0

Targeted Barriers to Achieving the Goal `3`

- Teachers need to understand the rigor of standards to align instruction and activities with the demands of the state assessments.

- Need additional resources to increase differentiation for core lessons and remediation lessons.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Defined Pillars of Effective Instruction and training materials developed by the District.

- Florida State Standards

- "The practice of Authentic PLCs" by Daniel Venables

- PLC time built into the master schedule

Plan to Monitor Progress Toward G2. `8`

Reading levels of students will be monitored through a variety of district common assessments to determine PLC topics and short term progress. The ELA Florida State Assessments (FSA) will be used to measure long term progress of 75% of third grade students being on grade level by 2021. Teachers will attend scheduled data chats to discuss assessment results on a class and student level.

Person Responsible
Richard Myerson

Schedule
Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Reports from EDW, Performance Matters, iReady and teacher data chats.

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 deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. `1`

🔑 G083738

G1.B1 Differentiating instruction to meet the needs of all learners. `2`

🔑 B222349

G1.B1.S1 Each grade level will have an Advanced Class. Using state, district and classroom performance indicators, students will be identified and placed into the advanced classes. These classes will utilize a variety of strategies (AMP, STEAM) to enrich students understanding of the Florida State Standards. `4`

🔑 S234624

Strategy Rationale

Students that can successfully perform in the advanced classes will be aligned to the district strategic plan to increase high school readiness to 75%.

Action Step 1 `5`

Advanced classes will be scheduled and populated with students identified by state, district and classroom performance indicators.

Person Responsible

Richard Myerson

Schedule

Annually, from 8/9/2016 to 6/2/2017

Evidence of Completion

Class rosters

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

All district and state common assessments will be monitored for student growth and achievement.

Person Responsible

Richard Myerson

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

During PLCs, Data Chats and after assessments, all district and state common assessments will be monitored for student growth and achievement.

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

Teachers will discuss data from district and state common assessments during PLCs and Data Chats to monitor the effectiveness of instruction through student growth and achievement.

Person Responsible

Richard Myerson

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

All data from assessments being monitored will be compared to high achieving schools in the district as a benchmark for success.

G1.B1.S2 STEAM activities will be integrated into multiple areas of the school (Morning Explorers, Smart Cookie Club, Make it Tables in the Cafeteria, Lego wall in the office,...). These activities will give students an opportunity to explore their thinking through problem solving tasks using science, technology, engineering, arts, and math (STEAM). 4

🔑 S234625

Strategy Rationale

By setting up STEAM activity areas, students will have daily opportunities to engage in problem solving activities that will require collaboration, experimentation, and research.

Action Step 1 5

STEAM activities will be implemented into the daily routines of the school.

Person Responsible

Richard Myerson

Schedule

Weekly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Lesson plans, School Activity areas setup with STEAM Activities (Morning Explorers, Make it Tables in cafeteria, Lego wall in office,...)

Action Step 2 5

STEAM training and resources for teachers.

Person Responsible

Richard Myerson

Schedule

Biweekly, from 8/9/2016 to 6/2/2017

Evidence of Completion

STEAM training agendas.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Implementation of STEAM will be monitored through classroom and school observations of STEAM activities.

Person Responsible

Richard Myerson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans and activity pictures of STEAM projects.

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

Observations through IObservation with a focus on increased use of DQ3 and DQ4.

Person Responsible

Richard Myerson

Schedule

Triannually, from 9/5/2016 to 6/2/2017

Evidence of Completion

Data showing more DQ3 and DQ4 elements being used to support higher level content engagement.

G1.B1.S3 PLCs in master schedule. 4

S234626

Strategy Rationale

During PLCs teachers will collaborate with peers to learn strategies and implement best practices for differentiation of instruction so students are high school ready.

Action Step 1 5

Teachers will collaborate during scheduled PLCs Bi-Weekly. PLCs will focus on building teachers capacity for differentiating instruction and increasing rigor of instruction to meet the demands of the Florida State Standards.

Person Responsible

Richard Myerson

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

PLC agendas

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

PLCs will follow the protocols from "The Practice of Authentic PLCs" by Daniel Venables.

Person Responsible

Richard Myerson

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC agendas.

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

PLC topics will be monitored by administration for implementation of strategies.

Person Responsible

Richard Myerson

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PLC agendas, IObservation, District and State Assessments, Grade Level Common Assessments

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

🔑 G083739

G2.B1 Teachers need to understand the rigor of standards to align instruction and activities with the demands of the state assessments. 2

🔑 B222350

G2.B1.S1 PLCs will be embedded into the master schedule to assure time for educators to collaborate about the Florida State Standards and increasing the rigor of standards to align instruction and activities with the demands of the state assessments. 4

🔑 S234627

Strategy Rationale

Through the PLCs, educators will improve the craft of teaching and student achievement will increase.

Action Step 1 5

Teacher leaders will utilize the PLC strategics from "The practice of Authentic PLCs" by Daniel Venables to give structure to the PLC time.

Person Responsible

Richard Myerson

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PLC agendas, Minutes, and sign-in will be collected and well as administration attending PLC meetings.

Action Step 2 5

Teacher Leaders will report monthly on the progress individual grade levels and departments have have made toward SIP goal.

Person Responsible

Richard Myerson

Schedule

Monthly, from 9/14/2016 to 5/10/2017

Evidence of Completion

Teacher leaders will present grade level and department progress using data aligned to the increasing grade level reading by third grade.

Action Step 3 `5`

Teachers in Pre-K to 2nd grade, ESOL Department and the Exceptional Student Education department will be provided PD and materials to use the research based programs Wilson and Fundations.

Person Responsible

Richard Myerson

Schedule

Quarterly, from 8/9/2016 to 6/2/2017

Evidence of Completion

TDE's for the PDs, Lesson Plans and assessment data from teachers using the programs.

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

Teacher leaders will submit PLC agendas to Mr. Myerson for approval. Protocols from "The practice of Authentic PLCs" by Daniel Venables will be used to assure PLCs implemented with fidelity. Administration will also attend PLCs to verify fidelity.

Person Responsible

Richard Myerson

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Submitted PLC agendas.

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

Teachers in Pre-K to 2nd grade and the Exceptional Student Education department will use the research based programs Willson and Fundations as trained in their PD.

Person Responsible

Richard Myerson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teachers lesson plans will be monitored, Classroom lessons will be observed, Student data will be monitored.

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

Reading levels of students will be monitored through a variety of district common assessments to determine PLC topics and short term progress. The ELA Florida State Assessments (FSA) will be used to measure long term progress of 75% of third grade students being on grade level by 2021.

Person Responsible

Richard Myerson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

The district common assessments (RRR, iReady, District Diagnostics, FSQs and USAs in Performance Matters, ...)will be used to monitor short term progress throughout the year and the FSA will be utilized to determine long term results.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A2 🔍 A302077	Teacher Leaders will report monthly on the progress individual grade levels and departments have...	Myerson, Richard	9/14/2016	Teacher leaders will present grade level and department progress using data aligned to the increasing grade level reading by third grade.	5/10/2017 monthly
G1.MA1 🔍 M306659	District and State assessments will be monitored for students growth and progress.	Myerson, Richard	8/22/2016	Assessment data in Performance Matters, EDW, IReady and grade level common assessments	6/2/2017 biweekly
G2.MA1 🔍 M306663	Reading levels of students will be monitored through a variety of district common assessments to...	Myerson, Richard	8/15/2016	Reports from EDW, Performance Matters, iReady and teacher data chats.	6/2/2017 weekly
G1.B1.S1.MA1 🔍 M306653	Teachers will discuss data from district and state common assessments during PLCs and Data Chats to...	Myerson, Richard	8/22/2016	All data from assessments being monitored will be compared to high achieving schools in the district as a benchmark for success.	6/2/2017 biweekly
G1.B1.S1.MA1 🔍 M306654	All district and state common assessments will be monitored for student growth and achievement.	Myerson, Richard	8/22/2016	During PLCs, Data Chats and after assessments, all district and state common assessments will be monitored for student growth and achievement.	6/2/2017 biweekly
G1.B1.S1.A1 🔍 A302072	Advanced classes will be scheduled and populated with students identified by state, district and...	Myerson, Richard	8/9/2016	Class rosters	6/2/2017 annually
G2.B1.S1.MA1 🔍 M306660	Reading levels of students will be monitored through a variety of district common assessments to...	Myerson, Richard	8/22/2016	The district common assessments (RRR, iReady, District Diagnostics, FSQs and USAs in Performance Matters, ...)will be used to monitor short term progress throughout the year and the FSA will be utilized to determine long term results.	6/2/2017 weekly
G2.B1.S1.MA1 🔍 M306661	Teacher leaders will submit PLC agendas to Mr. Myerson for approval. Protocols from "The practice...	Myerson, Richard	8/9/2016	Submitted PLC agendas.	6/2/2017 daily
G2.B1.S1.MA3 🔍 M306662	Teachers in Pre-K to 2nd grade and the Exceptional Student Education department will use the...	Myerson, Richard	8/22/2016	Teachers lesson plans will be monitored, Classroom lessons will be observed, Student data will be monitored.	6/2/2017 daily
G2.B1.S1.A1 🔍 A302076	Teacher leaders will utilize the PLC strategics from "The practice of Authentic PLCs" by Daniel...	Myerson, Richard	8/29/2016	PLC agendas, Minutes, and sign-in will be collected and well as administration attending PLC meetings.	6/2/2017 weekly
G2.B1.S1.A3 🔍 A302078	Teachers in Pre-K to 2nd grade, ESOL Department and the Exceptional Student Education department...	Myerson, Richard	8/9/2016	TDE's for the PDs, Lesson Plans and assessment data from teachers using the programs.	6/2/2017 quarterly
G1.B1.S2.MA1 🔍 M306655	Observations through IObservation with a focus on increased use of DQ3 and DQ4.	Myerson, Richard	9/5/2016	Data showing more DQ3 and DQ4 elements being used to support higher level content engagement.	6/2/2017 triannually
G1.B1.S2.MA1 🔍 M306656	Implementation of STEAM will be monitored through classroom and school observations of STEAM...	Myerson, Richard	8/15/2016	Teacher lesson plans and activity pictures of STEAM projects.	6/2/2017 weekly
G1.B1.S2.A1 🔍 A302073	STEAM activities will be implemented into the daily routines of the school.	Myerson, Richard	8/9/2016	Lesson plans, School Activity areas setup with STEAM Activities (Morning Explorers, Make it Tables in cafeteria, Lego wall in office,...)	6/2/2017 weekly
G1.B1.S2.A2 🔍 A302074	STEAM training and resources for teachers.	Myerson, Richard	8/9/2016	STEAM training agendas.	6/2/2017 biweekly
G1.B1.S3.MA1 🔍 M306657	PLC topics will be monitored by administration for implementation of strategies.	Myerson, Richard	8/29/2016	PLC agendas, IObservation, District and State Assessments, Grade Level Common Assessments	6/2/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1 🔑 M306658	PLCs will follow the protocols from "The Practice of Authentic PLCs" by Daniel Venables.	Myerson, Richard	8/15/2016	PLC agendas.	6/2/2017 biweekly
G1.B1.S3.A1 🔑 A302075	Teachers will collaborate during scheduled PLCs Bi-Weekly. PLCs will focus on building teachers...	Myerson, Richard	8/22/2016	PLC agendas	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B1 Differentiating instruction to meet the needs of all learners.

G1.B1.S2 STEAM activities will be integrated into multiple areas of the school (Morning Explorers, Smart Cookie Club, Make it Tables in the Cafeteria, Lego wall in the office,...). These activities will give students an opportunity to explore their thinking through problem solving tasks using science, technology, engineering, arts, and math (STEAM).

PD Opportunity 1

STEAM training and resources for teachers.

Facilitator

Apple Store, District support staff

Participants

All instructional staff

Schedule

Biweekly, from 8/9/2016 to 6/2/2017

G1.B1.S3 PLCs in master schedule.

PD Opportunity 1

Teachers will collaborate during scheduled PLCs Bi-Weekly. PLCs will focus on building teachers capacity for differentiating instruction and increasing rigor of instruction to meet the demands of the Florida State Standards.

Facilitator

Grade Chairs, Administration

Participants

All instructional staff

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G2.B1 Teachers need to understand the rigor of standards to align instruction and activities with the demands of the state assessments.

G2.B1.S1 PLCs will be embedded into the master schedule to assure time for educators to collaborate about the Florida State Standards and increasing the rigor of standards to align instruction and activities with the demands of the state assessments.

PD Opportunity 1

Teacher leaders will utilize the PLC strategics from "The practice of Authentic PLCs" by Daniel Venables to give structure to the PLC time.

Facilitator

PLC teacher Leaders

Participants

PLC members

Schedule

Weekly, from 8/29/2016 to 6/2/2017

PD Opportunity 2

Teachers in Pre-K to 2nd grade, ESOL Department and the Exceptional Student Education department will be provided PD and materials to use the research based programs Wilson and Fundations.

Facilitator

Willson/Fundations Representative

Participants

Pre-K-2nd grade teachers, ESE teachers, and staff members that will be working with students identified that would benefit from these programs structure.

Schedule

Quarterly, from 8/9/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Advanced classes will be scheduled and populated with students identified by state, district and classroom performance indicators.	$0.00
2	G1.B1.S2.A1	STEAM activities will be implemented into the daily routines of the school.	$0.00
3	G1.B1.S2.A2	STEAM training and resources for teachers.	$0.00
4	G1.B1.S3.A1	Teachers will collaborate during scheduled PLCs Bi-Weekly. PLCs will focus on building teachers capacity for differentiating instruction and increasing rigor of instruction to meet the demands of the Florida State Standards.	$0.00
5	G2.B1.S1.A1	Teacher leaders will utilize the PLC strategics from "The practice of Authentic PLCs" by Daniel Venables to give structure to the PLC time.	$0.00
6	G2.B1.S1.A2	Teacher Leaders will report monthly on the progress individual grade levels and departments have have made toward SIP goal.	$0.00
7	G2.B1.S1.A3	Teachers in Pre-K to 2nd grade, ESOL Department and the Exceptional Student Education department will be provided PD and materials to use the research based programs Wilson and Fundations.	$0.00
		Total:	$0.00