

The School District of Palm Beach County

# Loxahatchee Groves Elementary



2017-18 Schoolwide Improvement Plan

## Loxahatchee Groves Elementary

16020 OKEECHOBEE BLVD, Loxahatchee, FL 33470

<https://lges.palmbeachschools.org>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Elementary School<br>PK-5                        | No                     | 68%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 43%   |

### School Grades History

| Year  | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B       | B       | B*      | 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 11/8/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Table of Contents

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|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>6</b>  |
| Supportive Environment  | 6         |
| Family and Community Engagement   | 9         |
| Effective Leadership  | 10        |
| Public and Collaborative Teaching   | 12        |
| Ambitious Instruction and Learning  | 13        |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>17</b> |
| Goals Summary   | 17        |
| Goals Detail  | 17        |
| Action Plan for Improvement   | 20        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>41</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>44</b> |
| Professional Development Opportunities  | 44        |
| Technical Assistance Items  | 46        |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>46</b> |

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Loxahatchee Groves Elementary

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | - 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 School's mission is to engage and empower all of our students in a STEAM education in order for them to reach their highest potential.

##### b. Provide the school's vision statement.

The Vision of Loxahatchee Groves Elementary School is to create a safe and supportive environment in which students will be able to excel academically, take ownership of their learning and find the great enthusiasm that will fire their curiosity and passion for lifelong learning, discovery and creativity. Our students will ASK critical questions, IMAGINE possibilities, PLAN collaboratively, CREATE innovative solutions and IMPROVE continuously.

#### 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### 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     | 16          | 12 | 8  | 11 | 9  | 14 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 70    |
| One or more suspensions         | 0           | 2  | 1  | 1  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 4     |
| Course failure in ELA or Math   | 18          | 22 | 17 | 21 | 31 | 24 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 133   |
| Level 1 on statewide assessment | 0           | 0  | 0  | 22 | 20 | 31 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 73    |

**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 | 7           | 9 | 4 | 20 | 17 | 21 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 78    |



**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 Foundations 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 Foundations 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP 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

### 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       |
| D'angelo, Renee  | Teacher, ESE        |
| Yurick, Karla    | Teacher, K-12       |
| Martin, Anita    | Other               |
| Daniels, Gina    | Teacher, K-12       |
| Manuel, Marco    | Teacher, K-12       |
| Stefancik, Linda | Teacher, PreK       |

#### 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                  |
| Lynn Balch         | Business/Community         |
| Gregory Marconi    | Parent                     |
| Steve Princiotta   | Teacher                    |
| Diana Riente       | Parent                     |
| Daniel Hudspeth    | Business/Community         |
| Tracy Schiola      | Education Support Employee |
| Alexia Franco      | Student                    |
| Stephen Princiotta | Parent                     |
| Robert Davis       | Parent                     |
| Nicole Kozma       | Student                    |
| Karin Brooks       | 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### 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 2017 we used \$1504.50 to purchase Top Score writing program for grades 3-5.

This year we have \$2989 in our school improvement fund. We will purchase Top Score for second grade (\$880) and use the remaining dollars for staff development.

**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 |
| 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       |
| Lalama, Lindsay       | Teacher, K-12       |
| Maldonado, Barbra     | Teacher, K-12       |
| Gonzalez, Jelina      | Teacher, K-12       |
| Tetreault, Jennifer   | Other               |
| Gruber, Theresa       | Teacher, ESE        |

**b. Duties**

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

The LLT works to support our literacy program. Events and incentive programs are discussed and implemented during LLT meetings and shared with the staff. Reading Counts, iReady, Book Clubs, The Battle of the Books, and reading competitions are held throughout the year. Summer Slide and Bike giveaway are two of the highlights of literacy promotions. Data from iObservation is collected and shared by the Principal and Assistant Principal to identify best practices by teachers. EDW, iReady, and Unify Data is analyzed to identify students needing additional assistance.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in 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; 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.**

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.**

Aligning with district expectations and support, teachers will utilize the Pillars of Effective Instruction and Palm Beach Model of Instruction to meet the needs of all learners. 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 weekly 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, Wilson and Foundations programs 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:** 25,000

21CCLC After school program.

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

1. As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Loxahatchee Groves Elementary School offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.
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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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" 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

 = 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

G094938

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement          | 61.0          |
| FSA Mathematics Achievement  | 75.0          |
| FCAT 2.0 Science Proficiency | 75.0          |

**Targeted Barriers to Achieving the Goal** 3

- Differentiating instruction to meet the needs of all learners.
- Lack of a shared vision to focus instruction and resources

**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 8/14/2017 to 6/1/2018

**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

G094939

**Targets Supported** 1b

| Indicator           | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 80.0          |
| FSA ELA Achievement | 61.0          |

**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.
- Need for an ELA shared vision of instruction.

**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
- School Wide Initiative committee developed to drive shared vision.

**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 8/14/2017 to 6/1/2018

**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**

 G094938

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

 B255434

**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**

 S269941

### 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 8/14/2017 to 6/1/2018

#### 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**

Weekly, from 8/14/2017 to 6/1/2018

***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**

Weekly, from 8/14/2017 to 6/1/2018

***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

S269942

### 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 8/9/2017 to 6/1/2018

#### 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 8/14/2017 to 6/1/2018

#### 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 8/14/2017 to 6/1/2018

***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 9/5/2017 to 6/1/2018

***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

 S269943

**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 Weekly PLCs. PLCs will focus on building teachers capacity for differentiating instruction, integration, vertical planning, and increasing the rigor of instruction to meet the demands of the Florida State Standards.

**Person Responsible**

Richard Myerson

**Schedule**

Biweekly, from 8/22/2017 to 6/1/2018

***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 8/14/2017 to 6/1/2018

***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 8/28/2017 to 6/1/2018

**Evidence of Completion**

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

**G1.B2** Lack of a shared vision to focus instruction and resources 2

 B255435

**G1.B2.S1** Purchase materials to integrate subjects (Social Studies and Science books for reading, STEAM materials aligned to curriculum) 4

 S269944

**Strategy Rationale**

Integrating Social Studies and Science into reading and writing will build depth of knowledge of core content areas for high school readiness.

**Action Step 1** 5

Purchase books to be use during read alouds, guides reading and independent reading to support Science and Social Studies integration and encourage STEAM thinking for problem solving.

**Person Responsible**

Richard Myerson

**Schedule**

On 6/1/2018

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Teachers will use new materials to teach reading in the content areas following grade level curriculum.

**Person Responsible**

Richard Myerson

**Schedule**

Biweekly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Lesson Plans, classroom observations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

With the use of content area instruction and conversation during guided reading, students will develop a deeper understanding of important concepts which will give them the knowledge to understand complex text and think deeper with problem solving strategies used with STEAM thinking.

**Person Responsible**

Richard Myerson

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

As content knowledge expands students assessment scored on FSQs, USAs and school common assessments will increase. State assessment scores will also increase.

**G1.B2.S2** Develop schedule for PLCs so teacher can plan within and across grade levels to foster a shared school vision. 4

S269945

### Strategy Rationale

By scheduling weekly PLC times teachers will not have to find the additional time for strategic planing.

### Action Step 1 5

Develop master schedule to include PLC planing times weekly.

#### Person Responsible

Richard Myerson

#### Schedule

On 6/1/2018

#### Evidence of Completion

Weekly PLC Agendas, Master calendar

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

PLC Meetings will be visited by administration weekly.

#### Person Responsible

Richard Myerson

#### Schedule

Weekly, from 8/29/2017 to 6/1/2018

#### Evidence of Completion

Administration notes of meetings, Meeting Agendas with notes and sign-in, Agendas submitted in advanced to be added to PLC Calendar.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Administration will attend PLC Meetings Weekly

**Person Responsible**

Richard Myerson


**Schedule**

Weekly, from 8/29/2017 to 6/1/2018

**Evidence of Completion**

Administration notes of meetings, Meeting Agendas with notes and sign-in, Agendas submitted in advanced to be added to PLC Calendar.

**G1.B2.S3** School Wide expectations to enhance student motivation. 4

 S269946

**Strategy Rationale**

Increasing student motivation to actively participate in their education will promote self efficacy and the desire to be life long learners. Students increased motivation to learn will translate into higher achievement levels on district and state assessments.

**Action Step 1** 5

Scheduled SwPBS meetings.

**Person Responsible**

Richard Myerson

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

SwPBS Agendas

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Implementation of SwPBS strategies to improve student motivation.

**Person Responsible**

Richard Myerson

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Student's assessment scores will increase on district and state assessments.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

District and state assessment scores will be monitored and tracked and after each district assessment teachers will have data chats with administration to discuss results and develop an action plan.

**Person Responsible**

Richard Myerson

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Data Chat notes and action plans.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

District and state assessment scores will be monitored and tracked and after each district assessment teachers will have data chats with administration to discuss results and develop an action plan.

**Person Responsible**

Richard Myerson

**Schedule**


Weekly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Data Chat notes and action plans.



**G1.B2.S4** Schedule a STEAM Career Day. 4

 S269947

**Strategy Rationale**

Show students different opportunities that exist and ways they can be reached (College, trade schools, apprenticeships)

**Action Step 1** 5

STEAM Career Day planing and scheduled.

**Person Responsible**

Richard Myerson

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Agenda from meetings to plan STEAM Career Day.

**Plan to Monitor Fidelity of Implementation of G1.B2.S4** 6

STEAM Career Day Schedule and Agenda for visitors coming to share STEAM related careers

**Person Responsible**

Richard Myerson

**Schedule**

On 6/1/2018


***Evidence of Completion***

Each grade level will submit schedule with agenda.


**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

 G094939

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

 B255436

**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

 S269948

### 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 strategies from "The practice of Authentic PLCs" by Daniel Venables to give structure to the PLC time.

#### Person Responsible

Richard Myerson

#### Schedule

Weekly, from 8/23/2017 to 6/1/2018

#### Evidence of Completion

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

### Action Step 2 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 Foundations.

#### Person Responsible

Richard Myerson

#### Schedule

Quarterly, from 8/8/2017 to 6/1/2018

#### 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 8/15/2017 to 6/1/2018

***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 Foundations as trained in their PD.

**Person Responsible**

Richard Myerson

**Schedule**

Daily, from 8/21/2017 to 6/1/2018

***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 8/21/2017 to 6/1/2018


### Evidence of Completion

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

## G2.B3 Need for an ELA shared vision of instruction. 2

 B255438

### G2.B3.S1 Develop a solid plan for Word Work implementation in the ELA class. 4

 S269950

### Strategy Rationale

Students will benefit from a structured word work routine where spelling and vocabulary skills will improve.

## Action Step 1 5

During PLCs ELA teachers will develop and implement a school plan for word work strategies that improve vocabulary and spelling for students and writing using "Top Score Writing" in grades 2-5.

### Person Responsible

Richard Myerson

### Schedule

Monthly, from 8/21/2017 to 6/1/2018

### Evidence of Completion

PLC Agendas with Word Work and Top Score Planning as a topic, Classroom Observations, Writing assessments with common planning technics, higher vocabulary usage and reduced spelling errors.

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

Classroom Observations and data chats will be conducted to analyze effectiveness of word work through writing.

**Person Responsible**

Richard Myerson

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Notes from Data Chats and classroom observations.

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

Student scores on district and state assessments for ELA will increase with the implementation of a school wide word work plan.

**Person Responsible**

Richard Myerson

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

FSA and district assessments for ELA scores will increase.

**G2.B3.S2** Develop schedule for PLCs so teacher can plan within and across grade levels to foster a shared school vision. 4

 S269951

### Strategy Rationale

By scheduling weekly PLC times teachers will not have to find the additional time for strategic planing.

### Action Step 1 5

Develop master schedule to include PLC planing times weekly.

#### Person Responsible

Richard Myerson

#### Schedule

On 6/1/2018

#### Evidence of Completion

Weekly PLC Agendas, Master calendar

### Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

PLC Meetings will be visited by administration weekly.

#### Person Responsible

Richard Myerson

#### Schedule

Weekly, from 8/29/2017 to 6/1/2018

#### Evidence of Completion

Administration notes of meetings, Meeting Agendas with notes and sign-in, Agendas submitted in advanced to be added to PLC Calendar.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Administration will attend PLC Meetings Weekly

**Person Responsible**

Richard Myerson


**Schedule**

Weekly, from 8/29/2017 to 6/1/2018

**Evidence of Completion**

Administration notes of meetings, Meeting Agendas with notes and sign-in, Agendas submitted in advanced to be added to PLC Calendar.

**G2.B3.S3** Build a common teacher language. 4

 S269952

**Strategy Rationale**

With a common language teachers will be able to collaborate across grade levels and students will progress through the grade levels building content knowledge vs. learning teacher language.

**Action Step 1** 5

PLCs will be scheduled so teachers can plan across grade levels.

**Person Responsible**

Richard Myerson

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

PLC schedule.



**Plan to Monitor Fidelity of Implementation of G2.B3.S3** 6

Scheduled PLCs with multi grade level teacher collaboration.

**Person Responsible**

Richard Myerson

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

PLC Agendas from PLC meetings where multiple grade levels have collaborated.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S3** 7

During classroom observation common language will be evident.

**Person Responsible**

Richard Myerson

**Schedule**

Daily, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Classroom observations with common language used (during instruction, on anchor charts, during student centered discussions)

**G2.B3.S4** Identify students needing early intervention and scheduling intervention lessons that address individual student needs. 4

 S269953

### Strategy Rationale

Early intervention focused on individual student needs will increase student proficiency.

### Action Step 1 5

Teachers will use the district intervention flow chart to identify students needing remediation and guide teachers to differentiated interventions.

#### Person Responsible

Richard Myerson

#### Schedule

Daily, from 8/21/2017 to 6/1/2018

#### Evidence of Completion

During data chats, identified students will be discussed and teachers will present action plan for interventions.

### Plan to Monitor Fidelity of Implementation of G2.B3.S4 6

Teachers will develop iii schedules and share data tracking progress towards iii goals during data chats.

#### Person Responsible

Richard Myerson

#### Schedule

Weekly, from 8/21/2017 to 6/1/2018

#### Evidence of Completion

Teachers will submit iii data on students receiving individualized interventions and discuss progress towards goals.

## Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7

During data chats, teachers will need to show progress towards iii goals.

### Person Responsible

Richard Myerson


### Schedule

Weekly, from 8/21/2017 to 6/1/2018

### Evidence of Completion

Progress towards iii goals will be monitored. If goals are not being reached the action plan will be reevaluated and modified to meet the needs of the student.

## G2.B3.S5 Staff development on RRR testing and data analysis and guided reading instruction. 4

 S269954

### Strategy Rationale

By improving teacher proficiency on understanding data from RRR assessments and using the RRR data to drive guided reading lessons that include standards based instruction, students ELA proficiency will increase.

## Action Step 1 5

Teachers will be given on-going staff development on giving RRRs and using the RRR data for instruction during guided reading.

### Person Responsible

Richard Myerson

### Schedule

Monthly, from 8/21/2017 to 6/1/2018

### Evidence of Completion

Agendas from Staff Development opportunities.

**Plan to Monitor Fidelity of Implementation of G2.B3.S5** 6

Classroom observations will be conducted during guided reading groups to observe implementation of strategies.

**Person Responsible**

Richard Myerson

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Guided reading lesson plans and RRR data alignment.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S5** 7

ELA assessments will be monitored for increased proficiency levels.
















**Person Responsible**

**Schedule**

***Evidence of Completion***



















Teachers will discuss RRR data and usage during data chats and be able to show guided reading lesson plans with standards, RRR data and reading strategies incorporated together.

## IV. Implementation Timeline


| Source  | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date   |
|---|--|------------------|-------------------------------|---|----------------------|
| <b>2018</b>   |  |                  |                               |   |                      |
| G2.B3.S5.MA1<br> M385695   | ELA assessments will be monitored for increased proficiency levels.                                    |                  | No Start Date                 | Teachers will discuss RRR data and usage during data chats and be able to show guided reading lesson plans with standards, RRR data and reading strategies incorporated together.                                   | No End Date one-time |
| G1.MA1<br> M385683         | District and State assessments will be monitored for students growth and progress.                     | Myerson, Richard | 8/14/2017                     | Assessment data in Performance Matters, EDW, iReady and grade level common assessments  | 6/1/2018 biweekly    |
| G2.MA1<br> M385697         | Reading levels of students will be monitored through a variety of district common assessments to...    | Myerson, Richard | 8/14/2017                     | Reports from EDW, Performance Matters, iReady and teacher data chats.   | 6/1/2018 weekly      |
| G1.B1.S1.MA1<br> M385669   | Teachers will discuss data from district and state common assessments during PLCs and Data Chats to... | Myerson, Richard | 8/14/2017                     | All data from assessments being monitored will be compared to high achieving schools in the district as a benchmark for success.  | 6/1/2018 weekly      |
| G1.B1.S1.MA1<br> M385670   | All district and state common assessments will be monitored for student growth and achievement.        | Myerson, Richard | 8/14/2017                     | During PLCs, Data Chats and after assessments, all district and state common assessments will be monitored for student growth and achievement.  | 6/1/2018 weekly      |
| G1.B1.S1.A1<br> A360979    | Advanced classes will be scheduled and populated with students identified by state, district and...    | Myerson, Richard | 8/14/2017                     | Class rosters   | 6/1/2018 annually    |
| G1.B2.S1.MA1<br> M385675 | With the use of content area instruction and conversation during guided reading, students will...      | Myerson, Richard | 8/21/2017                     | As content knowledge expands students assessment scored on FSQs, USAs and school common assessments will increase. State assessment scores will also increase.  | 6/1/2018 monthly     |
| G1.B2.S1.MA1<br> M385676 | Teachers will use new materials to teach reading in the content areas following grade level...         | Myerson, Richard | 8/21/2017                     | Lesson Plans, classroom observations  | 6/1/2018 biweekly    |
| G1.B2.S1.A1<br> A360983  | Purchase books to be use during read alouds, guides reading and independent reading to support...      | Myerson, Richard | 8/21/2017                     |   | 6/1/2018 one-time    |
| G2.B1.S1.MA1<br> M385684 | Reading levels of students will be monitored through a variety of district common assessments to...    | Myerson, Richard | 8/21/2017                     | The district common assessments (RRR, iReady, District Diagnostics, FSQs and USAs, ...)will be used to monitor short term progress throughout the year and the FSA will be utilized to determine long term results. | 6/1/2018 weekly      |
| G2.B1.S1.MA1<br> M385685 | Teacher leaders will submit PLC agendas to Mr. Myerson for approval. Protocols from "The practice...   | Myerson, Richard | 8/15/2017                     | Submitted PLC agendas.  | 6/1/2018 daily       |
| G2.B1.S1.MA3<br> M385686 | Teachers in Pre-K to 2nd grade and the Exceptional Student Education department will use the...        | Myerson, Richard | 8/21/2017                     | Teachers lesson plans will be monitored, Classroom lessons will be observed, Student data will be monitored.  | 6/1/2018 daily       |
| G2.B1.S1.A1<br> A360987  | Teacher leaders will utilize the PLC strategies from "The practice of Authentic PLCs" by Daniel...     | Myerson, Richard | 8/23/2017                     | PLC agendas, Minutes, and sign-in will be collected and well as administration attending PLC meetings.  | 6/1/2018 weekly      |
| G2.B1.S1.A2<br> A360988  | Teachers in Pre-K to 2nd grade, ESOL Department and the Exceptional Student Education department...    | Myerson, Richard | 8/8/2017                      | TDE's for the PDs, Lesson Plans and assessment data from teachers using the programs.   | 6/1/2018 quarterly   |
| G2.B3.S1.MA1<br> M385687 | Student scores on district and state assessments for ELA will increase with the implementation of...   | Myerson, Richard | 8/21/2017                     | FSA and district assessments for ELA scores will increase.  | 6/1/2018 weekly      |

**Palm Beach - 1901 - Loxahatchee Groves Elementary - 2017-18 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.MA1<br> M385688   | Classroom Observations and data chats will be conducted to analyze effectiveness of word work...   | Myerson, Richard | 8/21/2017                     | Notes from Data Chats and classroom observations.   | 6/1/2018 weekly      |
| G2.B3.S1.A1<br> A360989    | During PLCs ELA teachers will develop and implement a school plan for word work strategies that... | Myerson, Richard | 8/21/2017                     | PLC Agendas with Word Work and Top Score Planning as a topic, Classroom Observations, Writing assessments with common planning technics, higher vocabulary usage and reduced spelling errors. | 6/1/2018 monthly     |
| G1.B1.S2.MA1<br> M385671   | Observations through IObservation with a focus on increased use of DQ3 and DQ4.                    | Myerson, Richard | 9/5/2017                      | Data showing more DQ3 and DQ4 elements being used to support higher level content engagement.   | 6/1/2018 triannually |
| G1.B1.S2.MA1<br> M385672   | Implementation of STEAM will be monitored through classroom and school observations of STEAM...    | Myerson, Richard | 8/14/2017                     | Teacher lesson plans and activity pictures of STEAM projects.   | 6/1/2018 weekly      |
| G1.B1.S2.A1<br> A360980    | STEAM activities will be implemented into the daily routines of the school.                        | Myerson, Richard | 8/9/2017                      | Lesson plans, School Activity areas setup with STEAM Activities (Morning Explorers, Make it Tables in cafeteria, Lego wall in office,...)   | 6/1/2018 weekly      |
| G1.B1.S2.A2<br> A360981    | STEAM training and resources for teachers.   | Myerson, Richard | 8/14/2017                     | STEAM training agendas.   | 6/1/2018 biweekly    |
| G1.B2.S2.MA1<br> M385677   | Administration will attend PLC Meetings Weekly   | Myerson, Richard | 8/29/2017                     | Administration notes of meetings, Meeting Agendas with notes and sign-in, Agendas submitted in advanced to be added to PLC Calendar.  | 6/1/2018 weekly      |
| G1.B2.S2.MA1<br> M385678  | PLC Meetings will be visited by administration weekly.   | Myerson, Richard | 8/29/2017                     | Administration notes of meetings, Meeting Agendas with notes and sign-in, Agendas submitted in advanced to be added to PLC Calendar.  | 6/1/2018 weekly      |
| G1.B2.S2.A1<br> A360984  | Develop master schedule to include PLC planing times weekly.                                       | Myerson, Richard | 8/21/2017                     | Weekly PLC Agendas, Master calendar   | 6/1/2018 one-time    |
| G2.B3.S2.MA1<br> M385689 | Administration will attend PLC Meetings Weekly   | Myerson, Richard | 8/29/2017                     | Administration notes of meetings, Meeting Agendas with notes and sign-in, Agendas submitted in advanced to be added to PLC Calendar.  | 6/1/2018 weekly      |
| G2.B3.S2.MA1<br> M385690 | PLC Meetings will be visited by administration weekly.   | Myerson, Richard | 8/29/2017                     | Administration notes of meetings, Meeting Agendas with notes and sign-in, Agendas submitted in advanced to be added to PLC Calendar.  | 6/1/2018 weekly      |
| G2.B3.S2.A1<br> A360990  | Develop master schedule to include PLC planing times weekly.                                       | Myerson, Richard | 8/21/2017                     | Weekly PLC Agendas, Master calendar   | 6/1/2018 one-time    |
| G1.B1.S3.MA1<br> M385673 | PLC topics will be monitored by administration for implementation of strategies.                   | Myerson, Richard | 8/28/2017                     | PLC agendas, IObservation, District and State Assessments, Grade Level Common Assessments   | 6/1/2018 biweekly    |
| G1.B1.S3.MA1<br> M385674 | PLCs will follow the protocols from "The Practice of Authentic PLCs" by Daniel Venables.           | Myerson, Richard | 8/14/2017                     | PLC agendas.  | 6/1/2018 biweekly    |
| G1.B1.S3.A1<br> A360982  | Teachers will collaborate during scheduled Weekly PLCs. PLCs will focus on building teachers...    | Myerson, Richard | 8/22/2017                     | PLC agendas   | 6/1/2018 biweekly    |
| G1.B2.S3.MA1<br> M385679 | District and state assessment scores will be monitored and tracked and after each district...      | Myerson, Richard | 8/21/2017                     | Data Chat notes and action plans.   | 6/1/2018 weekly      |
| G1.B2.S3.MA1<br> M385680 | District and state assessment scores will be monitored and tracked and after each district...      | Myerson, Richard | 8/21/2017                     | Data Chat notes and action plans.   | 6/1/2018 weekly      |
| G1.B2.S3.MA1<br> M385681 | Implementation of SwPBS strategies to improve student motivation.                                  | Myerson, Richard | 8/21/2017                     | Student's assessment scores will increase on district and state assessments.  | 6/1/2018 monthly     |

**Palm Beach - 1901 - Loxahatchee Groves Elementary - 2017-18 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 |
|---|--|------------------|-------------------------------|---|--------------------|
| G1.B2.S3.A1<br> A360985    | Scheduled SwPBS meetings.  | Myerson, Richard | 8/21/2017                     | SwPBS Agendas   | 6/1/2018 monthly   |
| G2.B3.S3.MA1<br> M385691   | During classroom observation common language will be evident.  | Myerson, Richard | 8/21/2017                     | Classroom observations with common language used (during instruction, on anchor charts, during student centered discussions)                                    | 6/1/2018 daily     |
| G2.B3.S3.MA1<br> M385692   | Scheduled PLCs with multi grade level teacher collaboration.   | Myerson, Richard | 8/21/2017                     | PLC Agendas from PLC meetings where multiple grade levels have collaborated.  | 6/1/2018 weekly    |
| G2.B3.S3.A1<br> A360991    | PLCs will be scheduled so teachers can plan across grade levels.                                       | Myerson, Richard | 8/21/2017                     | PLC schedule.   | 6/1/2018 weekly    |
| G1.B2.S4.MA1<br> M385682   | STEAM Career Day Schedule and Agenda for visitors coming to share STEAM related careers                | Myerson, Richard | 8/21/2017                     | Each grade level will submit schedule with agenda.  | 6/1/2018 one-time  |
| G1.B2.S4.A1<br> A360986    | STEAM Career Day planing and scheduled.  | Myerson, Richard | 8/21/2017                     | Agenda from meetings to plan STEAM Career Day.  | 6/1/2018 monthly   |
| G2.B3.S4.MA1<br> M385693   | During data chats, teachers will need to show progress towards iii goals.                              | Myerson, Richard | 8/21/2017                     | Progress towards iii goals will be monitored. If goals are not being reached the action plan will be reevaluated and modified to meet the needs of the student. | 6/1/2018 weekly    |
| G2.B3.S4.MA1<br> M385694   | Teachers will develop iii schedules and share data tracking progress towards iii goals during data...  | Myerson, Richard | 8/21/2017                     | Teachers will submit iii data on students receiving individualized interventions and discuss progress towards goals.  | 6/1/2018 weekly    |
| G2.B3.S4.A1<br> A360992   | Teachers will use the district intervention flow chart to identify students needing remediation and... | Myerson, Richard | 8/21/2017                     | During data chats, identified students will be discussed and teachers will present action plan for interventions.   | 6/1/2018 daily     |
| G2.B3.S5.MA1<br> M385696 | Classroom observations will be conducted during guided reading groups to observe implementation of...  | Myerson, Richard | 8/21/2017                     | Guided reading lesson plans and RRR data alignment.   | 6/1/2018 weekly    |
| G2.B3.S5.A1<br> A360993  | Teachers will be given on-going staff development on giving RRRs and using the RRR data for...         | Myerson, Richard | 8/21/2017                     | Agendas from Staff Development opportunities.   | 6/1/2018 monthly   |

## 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

District support staff

#### Participants

All instructional staff

#### Schedule

Biweekly, from 8/14/2017 to 6/1/2018

**G1.B1.S3** PLCs in master schedule.

### PD Opportunity 1

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

#### Facilitator

Grade Chairs, Administration

#### Participants

All instructional staff

#### Schedule

Biweekly, from 8/22/2017 to 6/1/2018



**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 strategies 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 8/23/2017 to 6/1/2018

### **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 Foundations.

#### **Facilitator**

Willson/Foundations 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 8/8/2017 to 6/1/2018

## 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.   |   |                          |     | \$500.00   |
|    | Function    | Object   | Budget Focus  | Funding Source           | FTE | 2017-18    |
|    |             |  | 1901 - Loxahatchee Groves Elementary  | School Improvement Funds |     | \$500.00   |
|    |             |  | Notes: Funding for Subs so teachers can attend professional development.                      |                          |     |            |
| 4  | G1.B1.S3.A1 | Teachers will collaborate during scheduled Weekly PLCs. PLCs will focus on building teachers capacity for differentiating instruction, integration, vertical planning, and increasing the rigor of instruction to meet the demands of the Florida State Standards. |   |                          |     | \$0.00     |
| 5  | G1.B2.S1.A1 | Purchase books to be use during read alouds, guides reading and independent reading to support Science and Social Studies integration and encourage STEAM thinking for problem solving.  |   |                          |     | \$0.00     |
| 6  | G1.B2.S2.A1 | Develop master schedule to include PLC planing times weekly.   |   |                          |     | \$0.00     |
| 7  | G1.B2.S3.A1 | Scheduled SwPBS meetings.  |   |                          |     | \$0.00     |
| 8  | G1.B2.S4.A1 | STEAM Career Day planing and scheduled.  |   |                          |     | \$0.00     |
| 9  | 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     |
| 10 | G2.B1.S1.A2 | 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 Foundations.  |   |                          |     | \$0.00     |
| 11 | G2.B3.S1.A1 | During PLCs ELA teachers will develop and implement a school plan for word work strategies that improve vocabulary and spelling for students and writing using "Top Score Writing" in grades 2-5.  |   |                          |     | \$1,504.00 |
|    | Function    | Object   | Budget Focus  | Funding Source           | FTE | 2017-18    |
|    |             |  | 1901 - Loxahatchee Groves Elementary  | School Improvement Funds |     | \$1,504.00 |
|    |             |  | Notes: Purchase Top Score books and program for 2nd grade teachers (880) and 5th grade (624). |                          |     |            |
| 12 | G2.B3.S2.A1 | Develop master schedule to include PLC planing times weekly.   |   |                          |     | \$0.00     |
| 13 | G2.B3.S3.A1 | PLCs will be scheduled so teachers can plan across grade levels.   |   |                          |     | \$0.00     |

**Palm Beach - 1901 - Loxahatchee Groves Elementary - 2017-18 SIP**  
*Loxahatchee Groves Elementary*

|               |             |   |                                      |                          |     |                   |
|---------------|-------------|---|--------------------------------------|--------------------------|-----|-------------------|
| 14            | G2.B3.S4.A1 | Teachers will use the district intervention flow chart to identify students needing remediation and guide teachers to differentiated interventions. |                                      |                          |     | \$0.00            |
| 15            | G2.B3.S5.A1 | Teachers will be given on-going staff development on giving RRRs and using the RRR data for instruction during guided reading.                      |                                      |                          |     | \$1,000.00        |
|               | Function    | Object  | Budget Focus                         | Funding Source           | FTE | 2017-18           |
|               |             |   | 1901 - Loxahatchee Groves Elementary | School Improvement Funds |     | \$1,000.00        |
|               |             |   | <i>Notes: Money for subs</i>         |                          |     |                   |
| <b>Total:</b> |             |   |                                      |                          |     | <b>\$3,004.00</b> |