Loxahatchee Groves Elementary

2021-22 Schoolwide Improvement Plan

Table of Contents

Loxahatchee Groves Elementary

16020 OKEECHOBEE BLVD, Loxahatchee, FL 33470

https://lges.palmbeachschools.org

Demographics

Principal: Richard Myerson

Start Date for this Principal: 6/10/2004

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (58%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Loxahatchee Groves Elementary

16020 OKEECHOBEE BLVD, Loxahatchee, FL 33470

https://lges.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	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	56%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Loxahatchee Groves Elementary School's mission is to engage and empower all of our students through a STEAM based educational platform supporting the attainment of their highest potential.

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 enthusiasms 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.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Myerson, Richard	Principal	-Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in the achievement of school performance objectives and other District goals. -Monitors the implementation of effective instruction to meet the needs of all students. -Eliminates barriers and distractions that interfere with effective teaching and learning. -Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have a deep understanding of content and standards, instructional credibility, and professional respect and trust. -Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.
Bradley, Juliana	Assistant Principal	-Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college-and career-readiness. -Serves as the cheerleader, coach, and standard bearer for the vision. -Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. -Supports the principal in building a culture of pride, trust, and respect. -Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. -Utilize the expertise of teachers who have solved persistent instructional problems and supports the sharing of these practices and ongoing inquiry among staff.
Ramirez, Christine	Teacher, K-12	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Maldonado, Barbara	Teacher, K-12	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Joy, Amy	Teacher, K-12	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Carroll, Debra	Teacher, PreK	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Mierzwa, Jennilee	Teacher, K-12	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.

Name	Position Title	Job Duties and Responsibilities
Byrd, Kathi	Teacher, K-12	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Austin, Alexandra	Teacher, K-12	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Miraglia, Dayana	Other	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Wilks, Hallie	Teacher, ESE	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Phillips, Erin	Teacher, PreK	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Wasson, Karla	Teacher, PreK	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Fernandez, Laura	Teacher, K-12	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.

Demographic Information

Principal start date
Thursday 6/10/2004, Richard Myerson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school
53

Total number of students enrolled at the school
587

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	74	74	77	80	103	0	0	0	0	0	0	0	495
Attendance below 90 percent	0	15	6	14	12	15	0	0	0	0	0	0	0	62
One or more suspensions	0	1	1	1	1	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	15	27	22	16	9	0	0	0	0	0	0	0	89
Course failure in Math	0	8	5	17	14	13	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	20	12	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	12	12	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	2	4	8	5	13	18	0	0	0	0	0	0	0	50
FY21 ELA Winter Diag Level 1 & 2	0	0	0	38	37	27	0	0	0	0	0	0	0	102
FY21 Math Winter Diag Level 1 & 2	0	0	0	30	31	30	2	0	0	0	0	0	0	93

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	9	15	15	11	0	0	0	0	0	0	0	61

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	3	5	4	5	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	1	0	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated
Monday 9/13/2021

2020-21 - As Reported

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	
Number of students enrolled	63	71	70	73	105	75	0	0	0	0	0	0	0	457
Attendance below 90 percent	13	13	20	18	14	19	0	0	0	0	0	0	0	97
One or more suspensions	0	2	4	1	1	2	0	0	0	0	0	0	0	10
Course failure in ELA	23	21	34	14	6	23	0	0	0	0	0	0	0	121
Course failure in Math	4	5	21	8	5	6	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide ELA assessment	0	0	0	13	20	12	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	9	12	12	0	0	0	0	0	0	0	33
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	13	10	0	0	0	0	0	0	0	23
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	15	7	0	0	0	0	0	0	0	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	11	26	10	6	10	0	0	0	0	0	0	0	70

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	
Number of students enrolled	63	71	70	73	105	75	0	0	0	0	0	0	0	457
Attendance below 90 percent	13	13	20	18	14	19	0	0	0	0	0	0	0	97
One or more suspensions	0	2	4	1	1	2	0	0	0	0	0	0	0	10
Course failure in ELA	23	21	34	14	6	23	0	0	0	0	0	0	0	121
Course failure in Math	4	5	21	8	5	6	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide ELA assessment	0	0	0	13	20	12	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	9	12	12	0	0	0	0	0	0	0	33
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	13	10	0	0	0	0	0	0	0	23
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	15	7	0	0	0	0	0	0	0	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	11	26	10	6	10	0	0	0	0	0	0	0	70

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	58%	57%	60%	57%	56%
ELA Learning Gains				57%	63%	58%	63%	61%	55%
ELA Lowest 25th Percentile				59%	56%	53%	48%	56%	48%
Math Achievement				79%	68%	63%	72%	65%	62%
Math Learning Gains				72%	68%	62%	56%	63%	59%
Math Lowest 25th Percentile				67%	59%	51%	45%	53%	47%
Science Achievement				52%	51%	53%	59%	56%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	54%	11%	58%	7%
Cohort Comparison						
04	2021					
	2019	52%	62%	-10%	58%	-6%
Cohort Comparison		-65%				
05	2021					
	2019	63%	59%	4%	56%	7%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	65%	13%	62%	16%
Cohort Comparison						
04	2021					
	2019	73%	67%	6%	64%	9%
Cohort Comparison		-78%				
05	2021					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	51%	2%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:
Grades K-5 we will use iReady for Fall, Winter & Spring.
-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.
-Unit Standardized Assessments (USAs) give teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.
-SuccessMaker is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.8	16.4	41.0
	Economically Disadvantaged	30.2	18.2	36.4
	Students With Disabilities	14.3	21.4	14.3
	English Language Learners	20.0	20.0	20.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		96.8	98.4
	Economically Disadvantaged		95.6	97.9
	Students With Disabilities		100.0	100.0
	English Language Learners		100.0	100.0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		79.7	80
	Economically Disadvantaged		71.4	74.4
	Students With Disabilities		75.0	62.5
	English Language Learners		50.0	50.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		92.6	95.8
	Economically Disadvantaged		87.8	93.2
	Students With Disabilities		100.0	100.0
	English Language Learners		70.0	83.3

Grade 3			
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		81.8	87.5
	Economically Disadvantaged		79.2	84.3
	Students With Disabilities		88.9	88.9
	English Language Learners		46.7	58.8
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	77.0	79.1	68.9
	Economically Disadvantaged	72.7	75.5	69.8
	Students With Disabilities	87.5	77.8	66.7
	English Language Learners	45.5	46.7	38.9

Grade 4			
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		77.4	72.4
	Economically Disadvantaged		72.3	68.6
	Students With Disabilities		56.3	52.9
	English Language Learners		33.3	36.4
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	74.5	78.7	74.5
	Economically Disadvantaged	72.7	75.8	69.0
	Students With Disabilities	41.2	37.5	41.2
	English Language Learners	22.2	30.0	30.8

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		82.9	85.9
	Economically Disadvantaged		81.3	85.7
	Students With Disabilities		77.8	77.8
	English Language Learners		33.3	42.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	82.9	73.2	69.9
	Economically Disadvantaged	77.1	66.0	64.7
	Students With Disabilities	55.6	50.0	44.4
	English Language Learners	42.9	25.0	37.5
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	79.7	83.3	84.7
	Economically Disadvantaged	78.7	82.0	80.0
	Students With Disabilities	66.7	66.7	62.5
	English Language Learners	50.0	42.9	28.6

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	55		32	30						
ELL	29			43							
BLK	59			65							
HSP	50	67		57	67		50				
WHT	68	67		74	63		55				
FRL	55	58	67	62	60	50	40				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	42	52	44	70	68	14				
ELL	34	52	56	67	79	60	21				
BLK	65			82							
HSP	49	60	67	74	75	60	33				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	66	51	41	82	67	71	68				
FRL	51	56	59	73	72	61	44				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	24	39	47	41	57	42	50				
ELL	21	48	45	59	59	60					
BLK	50	62		56	31						
HSP	48	57	47	68	58	42	55				
WHT	65	65	44	77	58	50	70				
FRL	52	60	44	66	54	47	52				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY21 Winter Diag vs FY21 Spring FSA proficiency shows:
ELA 3rd grade: 46% to 46 %= no change
*SWD: 57% to
*ELL: 22% to 12%
*FRL: 40% to 44%
ELA 4th grade: 62% to 65%= +3%
*SWD: 25% to 18%
*ELL: 14% to 9%
*FRL: 57% to 57%
ELA 5th grade: 66% to 65%= -1%
*SWD: 38% to
*ELL: 22% to 10%
*FRL: 46% to 52%
Math 3rd grade: 58% to 50%= - 8%
*SWD: 57% to
*ELL: 28% to 12%
*FRL:51% to 45%
Math 4th grade: 58% to 68%= + 10%
*SWD: 20% to 33%
*ELL: 29% to 27%
*FRL: 56% to 55%
Math 5th grade: 65% to 75%= + 10%
*SWD: 56% to
*ELL: 44% to 20%
*FRL: 54% to 63%
AMP Math 6th grade: 88% to 100%= +12%
*SWD: 100% to 100%
*ELL:NA
*FRL:71% to 100%

Within the end of year adaptive technology data, we see the following percentages are on grade level:
Third: 27.5
Fourth: 40.2
Fifth: 22.1
SuccessMaker:
Third: 68.9
Fourth: 74.5
5th: 69.9
Based on this data trend our focus will be to increase proficiency in 3rd grade ELA. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards if necessary to show improvement. Students identified as needing supplemental or intensive instruction will receive strategic, targeted support through various modes on instruction including technology, small group, tutorials, data chats and student monitoring.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on this data trend our focus will be to increase learning gains and achievement for grade 3 in addition to focusing on the needs of our students with disabilities and ELL students. When we focus on literacy,
with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups. Explicit vocabulary instruction is a school wide initiative to occur in the context of all content area instruction. Additionally, high-level research based texts provided for teachers to implement rigorous standards-based instruction using the three Core Actions (reading text, talking about the text and completing a task around the text/standard). Targeted support provided for all struggling learners with focus on our ELL and SWD students.

The attendance rate is important because students are more likely to succeed in academics when they
attend school consistently. In addition to falling behind in academics, students who are not in school on
a regular basis are more likely to be involved. This negatively affects their social and emotional growth
towards their future success. We will be targeting students with excessive absenteeism through SBT. We
will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One new 3rd grade math teacher teaching 2 of the 4 math classes, whom was still building her instructional capacity throughout the year. In addition, our school has a growing transient ELL population of students. It is difficulty to build proficiency when their attendance is also inconsistent and an issue. Frequent and ongoing communication with the families to ensure consistent attendance will take place. In addition, comminuty services through the migrant liason will continue as well as barriers to school transportation will be removed.

We experienced a lack of participation in tutorials in FY21. A lot of our students that would benefit from afterschool tutorial are also bus riders. Therefore, transportation is an issue and most of them cannot attend.
We also had several students swich back and forth from brick and mortar and virtual, thus causing inconsistency in attendance, work completing, and progress monitoring.

Mathematics learning at the elementary level correlates over the long term with school readiness and academic achievement. Mathematics introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. It helps students make sense of the numbers, patterns and shapes they see in the world around them, offers ways of handling data in an increasingly digital world and contributing to their development as successful learners. Mathematics offers students a powerful way of communicating. They learn to explore and explain their ideas using symbols, diagrams and spoken and written language.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

4th grade ELA was at 57% proficient in 2019 to 65% in 2021 on the FSA, which is 13% higher than the district and state proficiency.
Overall ELA learning gains increased from 57% in FY19 to 62% in FY21.

Students in the lowest 25% in ELA increased from 59% in FY19 to 65% in FY21.
Through iReady winter diagnostics at 77.4% and spring diagnostics at 72.4%, 4th grade scores showed a drastic improvement, which correlated on the FY21 FSA.
5th grade science increased by 1% from 52% in FY19 to 53% in FY21 on the SSA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teachers consistently met weekly for strategic Professional Learning Communities (PLCs) to align instruction to the standards. Frequent progress monitoring of grade level data through data chats with administraiton was a contributing factor. Within core instruction, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. All teachers held all students to high expectations.

What strategies will need to be implemented in order to accelerate learning?

During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, incorporate research based strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training and in-school coaching opportunities. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.
There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this content area including but not limited to mentoring, tutorials, focused teacher planning/collaboration & professional development to ensure we meet the needs of all of our students in an equitable and accessible manner. Science needs to be a focus in grades K-5 and pull-out for remediation in ELA during this time, should be minimized.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule with administration attending as well. Teachers will receive embedded PD through PLCS. K-2 ELA teachers will receive ongoing PD through Distict Curriculum Specialists around the B.E.S.T. Standards and new ELA curriculum and assessment.
During the summer of FY21, the teachers will receive PD to focus on Marzano's taxonomy of instruction. Teachers will receive on-going PD throughout the year on the Palm Beach Model of Instruction, with an emphasis on understanding the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through:
1. Identifying similarities and differences and drawing conclusions
2. Summarizing and note taking
3. Celebrating progess and success
4. Helping students practice content
5. Student engagement

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Afterschool tutorials will begin in October 2021.
Our goal is to ensure the following:
1. Increase Reading Proficiency in Grade 3: Continuing to Increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed by grade 3. ELL and SWD students provided targeted instruction using WIDA data results and iReady results.

2. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students.

3. Increasing attendance and student engagement in class. The leadership team will incorporate district initiatives that motivate increased student attendance and engagement. We continue to maintain a single school culture through monthly celebrations as well as weekly check-ins from support staff and the admin team that assist boosting student engagement, morale, and that assist our school culture, climate, mental health, and well-being of students, teachers, and staff. This year we have several systems in place to support school wide improvement and the safety and well-being of our students and staff, academically, emotionally, and physically as best we can.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	If we focus on standards-based instruction to increase proficiency in 3rd grade ELA , then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 3, College & Career Readiness. Teachers will differentiate supplemental lessons through small group instruction, especially for 3rd grade students. The teachers will be able to identify and teach to the individual student needs. Due to COVID learning loss and a large number of students remaining virtual, 3rd grade has seen a significant decline in proficiency in ELA. 67% of 3rd grade students scored a level 3 or higher on the FY19 ELA FSA. Then on the FY21 FSA 46% of 3rd grade students scored a level 3 or higher whereas 54% of students in PBC scored a level 3 or higher. In FY19, we were at 61%, which is the highest the ELA proficiency has been in several years overall. 3rd grade showed the largest decrease in proficiency out of any grade in ELA. On the FY21 ELA Winter Diagnostic, 46% of 3rd grade students scored a level 3 or higher. On the FY21 ELA FSA 46% of 3rd grade scored a level 3 or higher. - ELL students decreased from 22% on the Winter Diagnostics to 12% proficient on the FSA. - FRL students increased from 40% on the Winter Diagnostics to 44% proficient of the FSA. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.
Measurable Outcome:	By May 2022, 54% of 3rd grade students will score a level 3 or higher on the 3rd grade ELA FSA. This is an 8% increase from FY21 FSA.
Monitoring:	ELA performance will be monitored through bi-weekly data chats with the principal and assistant principal using formative assessments cultivated by the district. The Winter Diagnostics will be a significant predictor of performance on the state assessment as well as the iReady Diagnostics that students take in the Fall and Winter prior to the FSA. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Administration will review lesson plans and conduct classroom walkthroughs to ensure implementation of standards-based instruction and best practices.
Person responsible for monitoring outcome:	Juliana Bradley (juliana.bradley@palmbeachschools.org)
Evidence-based Strategy:	1. Students will receive daily explicit vocabulary instruction K-5 throughout the content areas. 2. Teachers will expose students to grade level text through shared reading, choral reading, and reading aloud. 3. Teachers will utilize and teach students to use a common language for close reading strategies.

	4. Students will participate in small group instruction with a focus on grade level standards, oral language, and reading behaviors.
Rationale for Evidence-based Strategy:	1. Use of Explicit Vocabulary Instruction will increase students' oral language and comprehension. 2. Students will become more fluent readers, which in turn, will increase their comprehension. 3. Using common language for close reading strategies will increase theircomprehension with increased automaticity. 4. Differentiated small groups will impact their fluency and comprehension.

Action Steps to Implement

1. Administration will support and protect the use of Professional Learning Communities.
a. Analyze student data to determine small groups and the strategies necessary to close the achievement gap.
b. Choose research-based supplemental materials and resources to use during core and supplement instruction.
c. Development of a PLC schedule to allow for administration to be present as well as ESE/ELL teachers.

Person Responsible Juliana Bradley (juliana.bradley@palmbeachschools.org)

2. Administration will conduct ongoing walkthroughs and classroom observations to ensure implementation of strategies with fidelity.

Person Responsible Juliana Bradley (juliana.bradley@palmbeachschools.org)

3. 3rd grade ELA teachers will use the resources,scope and sequence, and assessments provided by the district.
a. Students will be assessed using USA's and FSQ's in both Math and Language Arts.
b. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
c. Students will be assessed using USA's and FSQ's in both Math and Language Arts.
d. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.

Person Responsible Juliana Bradley (juliana.bradley@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	If we focus on standards-based instruction to increase learning gains and proficiency school-wide in math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 3, College & Career Readiness. To ensure progress towards student achievement in Math, teachers will differentiate instruction, especially for 3rd grade students through small group instruction. The teachers will be able to identify and teach to the individual student needs. Due to COVID learning loss and a large number of students remaining virtual, 3rd grade has seen a significant decline in proficiency in Math. 79% of 3rd grade students scored a level 3 or higher on the FY19 Math FSA. 3rd grade showed the largest decrease in proficiency out of any grade in math. On the FY21 math Winter Diagnostic, 58% of 3rd grade students scored a level 3 or higher. On the FY21 ELA FSA 50 % of 3rd grade scored a level 3 or higher. - ELL students decreased from 28% on the Winter Diagnostics to 12% proficient on the FSA. - FRL students increased from 51% on the Winter Diagnostics to 45% proficient of the FSA. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.
Measurable Outcome:	By May 2022, 56% of 3rd grade students will score a level 3 or higher on the 3rd grade Math FSA. This is an 6% increase from FY21 FSA.
Monitoring:	Math performance will be monitored through bi-weekly data chats with the principal and assistant principal using formative assessments cultivated by the district. The Winter Diagnostics will also be a significant predictor of performance on the state assessment. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Administration will review lesson plans and conduct classroom walkthroughs to ensure implementation of standards-based instruction and best practices.
Person responsible for monitoring outcome:	Richard Myerson (richard.myerson@palmbeachschools.org)
Evidence-based Strategy:	1. Students will receive daily vocabulary instruction based on the langauge of the state standards. 2. Teachers will utilize standards-based resources and assessments. 3. Teachers will frequently monitor students for understanding throughout the lesson and utilize exit tickets to check for understanding. 4. Students will participate in small group instruction with a focus on grade level standards, secondary benchmarks, and math strategies.

Rationale for Evidence-based Strategy:	1. Use of standards-based vocabulary instruction will increase students' comprehension of math standards. 2. Students will become proficient in using grade level resources. 3. Teachers will be able to close the knowledge by frequently monitoring for understanding throughout the lesson. 4. Differentiated small groups will help students improve their math skills and strategies.

Action Steps to Implement

1. Share best practices and collaborate during PLCs
a. Monitoring of implementation will occur through observations, fidelity walks, and analysis of lesson plans.
b. Participate in vertical PLCs to develop key terminology/ vocabulary by grade.
c. Develop and utilize grade level concept maps/graphic organizers in PLCs.
d. Administration will attend PLCs to support collaboration and provide guidance.

Person Responsible   Richard Myerson (richard.myerson@palmbeachschools.org)

2. Hands on activities and use of manipulatives throughout the defined math block.
a. Administration will conduct fidelity walks.
b. Shared resource room for math manipulatives.
c. Designated teachers will attend the district math cadres for information regarding current and upcoming units of instruction.

Person Responsible   Richard Myerson (richard.myerson@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 657 out of 1395, which is considered moderate when compared to all elementary schools statewide and 49 out of 82 elementary schools district-wide. We reported .5 ncidents per 100 students. This rating was for a total enrollment of 621 in PreK-5th grade, with only 3 incidents for 2019-2020 school year. All 3 incidents were coded as physical attack. We had zero property incidents and zero drug/public order incidents. We had zero suspsensions in the 2019-2020 school year.

Loxahatchee Groves Elementary School integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, teaching expected behaviors, communicating with parents, and monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring and implementation of PBS programs. These actions influence student achievement and create an environment conducive to learning. Loxahatchee Groves Elementary School implements a School-Wide Positive Behavior Program by recognizing students exhibiting positive behaviors on campus. A student will be recognized every week for demonstrating efforts in their education. In addition, one student per class will be recognized monthly for demonstrating outstanding character in class and amongst peers. In addition, we utilize a behavior matrix, and teach expected behaviors, communicate with parents, and monitor SwPBS.

Violence Prevention Programs: Safe and Drug Free Schools - District receives funds for Red Ribbon Week and programs that support the prevention of violence in and around the school. These programs help to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student achievement
and promoting an appreciation of multicultural diversity.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The teachers, staff, and students embrace the universal guidelines developed and put in place. They adhere to the school-wide expectation/motto to "Be Respectful, Responsible, and Safe all day". Students recognize that they have multiple opportunities throughout their day, week, month, trimester, and year to be recognized for doing their best.

The SwPBS committee of teachers, staff, and parents come together each month to share feedback and ideas from stakeholders as well as bring information from the meeting to their team members. Everything the committee does is a shared team decision that aligns with our belief system. Following our meetings, the agenda, minutes, and discipline dashboards are shared with the entire faculty, which then drives the discussion for future meetings. As a result of our efforts, Loxahatchee Groves Elementary earned the status of Positive Behavior Support Resilience Model School for Fy21.

Also, Loxahatchee Groves Elementary is a 5 Star School which recognizes schools that utilize and involve community stakeholders, business partners, and volunteers to support student achievement efforts. In FY20, we developed a Care Team, comprised of our School Guidance Counselor, and Behavioral Health Professional (BHP), and Co-Located Mental Health Therapist and Assistant Principal. This team meets weekly to discuss any student referral cases that teacher have brought to the team's attention. The Guidance Counselor is on the fine arts wheel and works as our core instructor of SEL, behavioral and mental health. Our BHP works with small groups of students on different areas including family issues, mindfulness, anxiety, social skills, etc. Then our Co-Located Therapist works 1:1 as a licensed therapist to meet those student needs. This tiered approach has allowed the students to expand their social-emotional well-being.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The school administration works to foster a positive culture and enviornment at the school by recognizing staff and teacher of the month throughtout the school year. In FY21, the principal and assistant principal picked the winners each month and then presented them with a certifcate, balloon, and recognition on the morning announcements as well as social media platforms. In FY22, teachers and staff are nomination their peers each month. Then a winner is selected based on the pool of nominees. The winners are still presented with the certificate, balloon, and school-wide recognition.

In addition to the school administration, the School-wide Positive Behavior Support Committee meets on a monthly basis to brainstorm ways to support teachers with classroom culture and behavior. Discipline Dashboard data is analyzed at each meeting to measure if growth is being made.

Lastly, the CARE Team works to support teachers with their behavioral students and problem solves ways to intervene. Students who need an more intensive approach receive services outside of the classroom from members of the CARE Team.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:
(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the

contributions of African Americans to American society.
(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.
Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.
Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00