Loxahatchee Groves Elementary

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 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	2021-22: B (59%) 2018-19: A (64%) 2017-18: 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	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	88%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Myerson, Richard	Principal	The principal will work 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. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school and eliminates barriers and distractions that interfere with effective teaching and learning. It is the responsibility of the principal to ensure teachers have opportunities to engage in professional learning for to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities and have a deep understanding of content and standards, instructional credibility, and professional respect and trust. The principal is to provide effective communication with parents, teachers, students and the community while seeking their input via systematic processes.
Bradley, Juliana	Assistant Principal	The Assistant Principal will support teachers in professional learning and implementation of research-based interventions with MTSS and ongoing monitoring of student learning and next steps. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. The Assistant Principal supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.
Maldonado, Barbara	Teacher, K-12	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.
Ramirez, Macie	Teacher, K-12	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Byrd, Kathi	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
Mierzwa, Jennilee	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.
Stefancik, Linda	Teacher, PreK	Collaborate in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitor areas of responsibility.
Freeman, Dawn	Teacher, PreK	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 2022 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.*
3

Number of teachers with a 2022 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
54

Total number of students enrolled at the school
650

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	82	98	84	96	83	94	0	0	0	0	0	0	0	537
Attendance below 90 percent	0	31	27	15	15	20	0	0	0	0	0	0	0	108
One or more suspensions	0	1	3	0	0	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	11	17	27	14	20	0	0	0	0	0	0	0	89
Course failure in Math	0	7	7	21	6	5	0	0	0	0	0	0	0	46
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	18	20	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	24	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	8	6	11	0	0	0	0	0	0	0	0	0	25

Using the table above, complete the table below with the number of students by current grade level who have 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	13	18	14	26	0	0	0	0	0	0	0	82

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Tuesday 8/30/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	59%	56%				61%	58%	57%
ELA Learning Gains	68%						57%	63%	58%
ELA Lowest 25th Percentile	50%						59%	56%	53%
Math Achievement	65%	53%	50%				79%	68%	63%
Math Learning Gains	59%						72%	68%	62%
Math Lowest 25th Percentile	53%						67%	59%	51%
Science Achievement	54%	59%	59%				52%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	54%	11%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	52%	62%	-10%	58%	-6%
Cohort Comparison		-65%				
05	2022					
	2019	63%	59%	4%	56%	7%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	65%	13%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	73%	67%	6%	64%	9%
Cohort Comparison		-78%				
05	2022					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	51%	2%	53%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	41	42	46	48		17				
ELL	24	45	25	44	42	31	15				
BLK	61	73		39	36						
HSP	57	66	35	58	57	44	40				
WHT	67	68	71	74	61	60	69				
FRL	56	65	44	59	54	47	50				

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				
WHT	66	51	41	82	67	71	68				
FRL	51	56	59	73	72	61	44				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA:
Our Low 25% struggled in this area as only 50% made a Leaning Gain. Specially with the Low 25%, only 28% in 4th grade made a learning gain, 0% of the ELL made one and 22% of the ESE children made one.

Math:
Our children in the Low 25% in Math also struggled to make a learning gain. Only 53% of the Low 25% school wide made a learning gain, 22% of the ESE children made one, and 4th and 5th grade were at 44% each.

Our ELL children made great gains in the Math Low 25% as 71% made a learning gain.
Our ESE children also struggled in ELA as only 21% passed the FSA and 33% made a learning gain.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data, the ELL students in ELA demonstrate the greatest need for improvement. Overall 28% of our ELL children passed the FSA, while 33% made a learning gain and 33% of the Lowest 25% made a learning gain.

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

A number of different factors contributed to this need for improvement. First, many of our ELL children are often absent. Another factor, is lack of planning time between the ELL staff and the classroom teachers.
To address this need, we are working with our ELL families to make sure they attend school on a regular basis and are not truant. We have also partnered with the Multicultural Department to make home visits for our children with attendance issues.
To address the need to plan, the ELL teachers will have a PLC with their teachers on a regular basis.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall, ELA increased by 2% from FY21-FY22. Science also increased 1% from FY21-FY22.
For Learning Gains, ELA showed a 6% gain from FY21-FY22 and Math showed a 4% gain over the same period.
5th Grade ELA made a 9% gain from FY21-FY22 while their Learning gains increased 4%.

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

We were able to hire a number of daily subs who worked with our Lowest performing child for iii. We also held regular data chats to identify the childrne in need and put in a schedule for a staff member to work with them.Two new 5th grade ELA teachers were hired and they got wonderful results from their hard work and team planning.

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

The ESE and ELL teachers need to plan with their grade level teachers on a regular basis to accelerate learning. We will also work with the Multicultural department to implement the QSSSA strategy to increase student talk in all of our classrooms.

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.

To accelerate learning, all the teachers will learn the QSSSA strategy. Professional development will be done school wide and in small groups to help the teachers learn this new strategy.

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

To ensure sustainability of improvement this year and beyond, teachers will continue to collaborate in their teams along with the ESE and ELL teachers. Pre-K teachers have weekly PLC meetings grouped by specific learning needs. LGES will provide transition IEP meetings with the incoming school/sending school for each child that is transitioning to Kindergarten As an early intervention to increase student readiness to enter kindergarten, we offer a school year VPK and a variety of ESE PreK programs for students ages 3 to 5. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the

age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	63% of our students in grades 3-5 passed the FSA ELA Assessment. This was a drop of 4% from FY19. Furthermore, only 52% of 3rd graders passed the ELA FSA. In addition 1 ELL student passed the FSA and 13% made learning gains. Our ESE children also struggled in ELA as only 21% passed the FSA and 33% made a learning gain. Planning time with district instructional specialist with the B.E.S.T Standards will occur before each unit in Benchmark. Additionally, we will work with a member of the Multicultural department on a weekly basis to implement the QSSSA strategy for our ELL students. Our ESE children will work with the Voyager program as a why to close their learning gap while alos implementing the QSSSA strategy.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on iReady data 40% of students grades 3-5 are working on grade level. Based on the PM2, 65% of our students will be reading on grade level by February 2023. By PM3, 70% of students grades 3-5 will pass the FAST assessment with a level 3 or above.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Mr. Myerson will hold data chats with classroom teachers on a regular basis to monitor student performance with the use of USA assessments and the new Florida state assessments. These data chats will occur after each assessment.
Person responsible for monitoring outcome:	Richard Myerson (richard.myerson@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. All teachers will use small group instruction. 2. Teachers will meet in weekly PLCs to plan and analyze student data. Mr. Myerson will hold regular data chats with teachers to examine data. ELL specialists will work with all teachers to integrate the QSSSA Program.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. Students need to be instructed at their instructional needs, tailored to their specific needs. 2. Teachers will work together in PLCs to plan rigorous lessons and analyze their data. 3. We will know these strategies are working if we see positive growth form the USAs and from PM1 to PM 2. to PM 3. 4. The work with the ELL specialist to Implement QSSSA will result in more student talk and ownership of the material.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will provide small group instruction on a daily basis which will be evident in their lesson plans.

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

Grade Chairs will send Mr. Myerson their weekly PLC agenda and notes before each PLC. Mr. Myerson and Mrs. Bradley will also attend the PLCs meetings on a regular basis.

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

Data chats are scheduled after each USA and PM with Mr. Myerson. In these meetings areas of need will be discussed and plans put in place to address those needs.

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

The ELL specialist will work with the ELL team once a week to implement the QSSSA strategy and report her work to Mr. Myerson or Mrs. Bradley before she leaves each day.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

The school administration works to foster a positive culture and environment at the school by recognizing staff and teacher of the month throughout the school year. In FY21, the principal and assistant principal

picked the winners each month and then presented them with a certificate, 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.