

The School District of Palm Beach County

Loxahatchee Groves Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

| | |
|--|-----------|
| SIP Authority and Purpose | 3 |
| I. School Information | 6 |
| II. Needs Assessment/Data Review | 12 |
| III. Planning for Improvement | 17 |
| IV. ATSI, TSI and CSI Resource Review | 25 |
| V. Reading Achievement Initiative for Scholastic Excellence | 25 |
| VI. Title I Requirements | 29 |
| VII. Budget to Support Areas of Focus | 30 |

Loxahatchee Groves Elementary

16020 OKEECHOBEE BLVD, Loxahatchee, FL 33470

<https://lges.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|---------------------|---|
| Bradley, Juliana | Assistant Principal | <p>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.</p> |
| Myerson, Richard | Principal | <p>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.</p> <p>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.</p> |
| Tetreault, Jennifer | Other | <p>Collaborates in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitors areas of responsibility. The ESOL Teacher assists school staff with ensuring ESOL program compliance. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures.</p> |
| Mugavero, Michele | Teacher, ESE | <p>Collaborates in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitors areas of responsibility. The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|---|
| | | relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc. |
| Field, Victoria | Instructional Coach | Collaborates in drafting SIP, disseminate information regarding initiatives and strategies to the team, and monitors areas of responsibility. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities (PLC's). Assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

- The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.
- Through Parent Trainings, we support families with educational workshops facilitated by our school counselor Behavior Health Professional, Co-located Therapist, ESOL teachers, ESE teachers, and the Administrative Team.
- OurESOL Coordinator work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
- A District Migrant Liaison works with our ESOL Coordinator to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.
- A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom or school event on campus.
- Our Guidance Counselor works in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator works in conjunction with the District's

Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, iReady Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The iReady Diagnostic and the FAST/STAR assessments will occur three times a year.

Student assessments include the new Progress Monitoring, which occur 3 times per year. In VPK- Grade 2, there is Star Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, and Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

o Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning

- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|--|--|
| 2023-24 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 |
| 2022-23 Title I School Status | No |
| 2022-23 Minority Rate | 56% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 88% |
| Charter School | No |
| RAISE School | Yes |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: B 2019-20: A 2018-19: A 2017-18: B |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 | | |
| Absent 10% or more days | 24 | 27 | 17 | 18 | 14 | 27 | 0 | 0 | 0 | 127 | |
| One or more suspensions | 0 | 0 | 2 | 1 | 3 | 2 | 0 | 0 | 0 | 8 | |
| Course failure in English Language Arts (ELA) | 19 | 53 | 41 | 32 | 26 | 14 | 0 | 0 | 0 | 185 | |
| Course failure in Math | 8 | 15 | 18 | 31 | 18 | 20 | 0 | 0 | 0 | 110 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 30 | 27 | 23 | 0 | 0 | 0 | 80 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 23 | 27 | 26 | 0 | 0 | 0 | 76 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 22 | 44 | 25 | 51 | 40 | 43 | 0 | 0 | 0 | 225 | |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 13 | 25 | 20 | 35 | 33 | 29 | 0 | 0 | 0 | 155 |

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 31 | 27 | 15 | 15 | 20 | 0 | 0 | 0 | 108 | |
| One or more suspensions | 0 | 1 | 3 | 0 | 0 | 2 | 0 | 0 | 0 | 6 | |
| Course failure in ELA | 0 | 11 | 17 | 27 | 14 | 20 | 0 | 0 | 0 | 89 | |
| Course failure in Math | 0 | 7 | 7 | 21 | 6 | 5 | 0 | 0 | 0 | 46 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 4 | 18 | 20 | 0 | 0 | 0 | 42 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 24 | 0 | 0 | 0 | 25 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 8 | 6 | 11 | 0 | 0 | 0 | 0 | 0 | 25 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 11 | 13 | 18 | 14 | 26 | 0 | 0 | 0 | 82 |

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 31 | 27 | 15 | 15 | 20 | 0 | 0 | 0 | 108 |
| One or more suspensions | 0 | 1 | 3 | 0 | 0 | 2 | 0 | 0 | 0 | 6 |
| Course failure in ELA | 0 | 11 | 17 | 27 | 14 | 20 | 0 | 0 | 0 | 89 |
| Course failure in Math | 0 | 7 | 7 | 21 | 6 | 5 | 0 | 0 | 0 | 46 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 4 | 18 | 20 | 0 | 0 | 0 | 42 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 24 | 0 | 0 | 0 | 25 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 8 | 6 | 11 | 0 | 0 | 0 | 0 | 0 | 25 |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 11 | 13 | 18 | 14 | 26 | 0 | 0 | 0 | 82 |

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 52 | 53 | 53 | 63 | 59 | 56 | 61 | | |
| ELA Learning Gains | | | | 68 | | | 62 | | |
| ELA Lowest 25th Percentile | | | | 50 | | | 65 | | |
| Math Achievement* | 54 | 57 | 59 | 65 | 53 | 50 | 68 | | |
| Math Learning Gains | | | | 59 | | | 61 | | |
| Math Lowest 25th Percentile | | | | 53 | | | 50 | | |
| Science Achievement* | 48 | 54 | 54 | 54 | 59 | 59 | 53 | | |
| Social Studies Achievement* | | | | | 66 | 64 | | | |
| Middle School Acceleration | | | | | 54 | 52 | | | |
| Graduation Rate | | | | | 47 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 42 | 56 | 59 | 36 | | | 39 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 49 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 245 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 99 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--------------------------------------|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 56 |

2021-22 ESSA Federal Index

| | |
|--|-----|
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 448 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|----------------------|--|---------------------------|--|--|
| SWD | 24 | Yes | 2 | 1 |
| ELL | 32 | Yes | 2 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 53 | | | |
| HSP | 43 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 59 | | | |
| FRL | 41 | | | |

2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|----------------------|--|---------------------------|--|--|
| SWD | 36 | Yes | 1 | |
| ELL | 33 | Yes | 1 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 52 | | | |
| HSP | 49 | | | |

2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|---------------|---------------------------------|--------------------|---|---|
| MUL | | | | |
| PAC | | | | |
| WHT | 67 | | | |
| FRL | 51 | | | |

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | 52 | | | 54 | | | 48 | | | | | 42 |
| SWD | 29 | | | 31 | | | 8 | | | | 4 | |
| ELL | 26 | | | 36 | | | 37 | | | | 5 | 42 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 61 | | | 44 | | | | | | | 2 | |
| HSP | 45 | | | 48 | | | 43 | | | | 5 | 40 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 56 | | | 63 | | | 61 | | | | 4 | |
| FRL | 42 | | | 45 | | | 40 | | | | 5 | 35 |

2021-22 ACCOUNTABILITY 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 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | 63 | 68 | 50 | 65 | 59 | 53 | 54 | | | | | 36 |
| SWD | 20 | 41 | 42 | 46 | 48 | | 17 | | | | | |
| ELL | 24 | 45 | 25 | 44 | 42 | 31 | 15 | | | | | 36 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| BLK | 61 | 73 | | 39 | 36 | | | | | | | |
| HSP | 57 | 66 | 35 | 58 | 57 | 44 | 40 | | | | | 33 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 67 | 68 | 71 | 74 | 61 | 60 | 69 | | | | | |
| FRL | 56 | 65 | 44 | 59 | 54 | 47 | 50 | | | | | 36 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 61 | 62 | 65 | 68 | 61 | 50 | 53 | | | | | 39 |
| SWD | 19 | 55 | | 32 | 30 | | | | | | | |
| ELL | 29 | | | 43 | | | | | | | | 39 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 59 | | | 65 | | | | | | | | |
| HSP | 50 | 67 | | 57 | 67 | | 50 | | | | | 42 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 68 | 67 | | 74 | 63 | | 55 | | | | | |
| FRL | 55 | 58 | 67 | 62 | 60 | 50 | 40 | | | | | 41 |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 55% | 56% | -1% | 54% | 1% |
| 04 | 2023 - Spring | 57% | 58% | -1% | 58% | -1% |

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 47% | 48% | -1% | 50% | -3% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 100% | 54% | 46% | 54% | 46% |
| 03 | 2023 - Spring | 60% | 57% | 3% | 59% | 1% |
| 04 | 2023 - Spring | 43% | 52% | -9% | 61% | -18% |
| 05 | 2023 - Spring | 52% | 56% | -4% | 55% | -3% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 47% | 51% | -4% | 51% | -4% |

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

ELA FY19 FY21 FY22 FY22 Learning Gains PM3

3rd grade 67% 46% 47% 50% 48%

4th grade 57% 63% 58% 60% 57%

5th grade 69% 61% 71% 66% 55%

ELL 6% 11% 16% 13% 14%

SWD 14% 18% 19% 29% 29%

Math FY19 FY21 FY22 FY22 Learning Gains PM3

3rd grade 79% 48% 59% 50% 60%

4th grade 79% 63% 52% 72% 43%

5th grade 76% 71% 60% 50% 52%

6th grade 100% 100% 100% 89% 100%

ELL 44% 18% 31% 33% 24%

SWD 40% 30% 40% 29% 38%

Science FY19 FY21 FY22 FY23

5th grade 52% 53% 52% 47%
 ELL 21% 7% 15% 7%
 SWD 14% NA 17% 14%

Our lowest performance continues to be our SWD and ELL students in grades 3-5 in ELA. Our ELL students increased in performance as well as enrollment from PM1 to PM3, but they only increased overall proficiency by 1% from FY22 to FY23 to 14% in ELA. We have had a large influx of ELL students enrolling over the last few years. One ESOL teacher was servicing the entire ELL population. We have earned an additional ELL teacher for the new school year due to the growth. The SWD population has been trending upwards in from 19% in FY22 to 29% in FY23 in ELA but it still continues to perform below the district at 30%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our 5th grade ELA showed the greatest decline from 71% in FY22 to 55% in FY23, which is a 16 percent decrease. The contributing factors to the decline was lack of student participation in after-school tutorials, student and teacher absences, and new curriculum, standards, and assessments to build capacity on in the same year. All of the above impacted student achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When looking at the FAST Progress Monitoring data for Window 3 we see the following data.

School State
 ELA Grade 3 48% 50%
 ELA Grade 4 57% 58%
 ELA Grade 5 55% 54%
 Math Grade 3 60% 59%
 Math Grade 4 43% 61%
 Math Grade 5 52% 55%
 Science 5th Grade 47% 51%

Our ELA data is closely aligned to the state ELA data for proficiency. Math shows the greatest gap in grades 4 and 5. We believe that is attributed to an entire class of 4th grade students in the advanced math (AMP) class took the 5th grade math test. The AMP class is comprised of students that scored 4s and 5s on the 3rd grade FSA the year prior. When these students are removed from the group of students testing the 4th grade math FSA, it significantly impacts the proficiency rate for the 4th grade FSA overall. However, it gives these students opportunities for advanced coursework in middle and high school if they continue with AMP through 5th grade.

The gap that is the most concerning is the 5th grade science. Loxahatchee Groves decreased from 52% to 47% while the state increased from 48% to 51%. The 5th grade team had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also, funding was not allocated for science tutorial. The focus was reading and math, specifically our ESE and ELL students.

Which data component showed the most improvement? What new actions did your school take in this area?

Our 3rd grade ELA proficiency level increased to 1% when compared to the FY22 ELA FSA. The most improvement we noted occurred from FAST PM1 to FAST PM3 during FY23. We also saw an increase for our ESSA identified subgroups; ELL and SWD and for 3rd grade. As shown below:

PM1 PM2 PM3
 Total 38% 48% 48%
 ELL 6% 11% 24%
 SWD 15% 15% 27%

This is contributed to providing additional tutorial for identified 3rd grade students. In addition, fine arts teachers pushed into the reading block and the intervention block daily to provide targeted intervention for selected students. This allowed the reading teachers to focus on implementing core instruction and aggressive daily monitoring of the student's achievement of the ELA standards.

3rd grade ELA teachers had to adopt the new BEST standards as well as a new curriculum, just as all 3rd-5th grade teachers did. Administration provided quarterly planning sessions with a curriculum specialist from the district to support teachers in building capacity around the new curriculum and standards. The 3rd grade team utilized those sessions to their fullest potential.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

1. Large number of students with 10 more absences in each grade level
2. Large number of students with a substantial reading deficiency in each grade level

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, and ongoing professional development in the Benchmark Reading Series from the specialists in the district's curriculum department.
2. ELA Achievement Growth for SWDs and ELLs- Ensuring learning gains and progress for our ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.
3. Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.
4. Communicate with and gather input from students, parents, and community partners about reform efforts.
5. Implement an onboarding program for new teachers to Loxahatchee Groves to foster a collaborative culture of learning and improvement, build relationships amongst staff, and enhance the climate on campus.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on standards-based instruction to increase proficiency in school-wide ELA and 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 A-Goal 3, Academic Excellence & Growth. Our first instructional priority is to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, and ongoing professional development in the Benchmark Reading Series from the specialists in the district's curriculum department.

Our lowest performance continues to be our ESSA subgroups, SWD and ELL students in grades 3-5 in ELA. Our ELL students increased in performance as well as enrollment from PM1 to PM3, but they only increased overall proficiency by 1% from FY22 to FY23 to 14% in ELA. We have had a large influx of ELL students enrolling over the last few years. The SWD population has been trending upwards in from 19% in FY22 to 29% in FY23 in ELA but it still continues to perform below the district at 30%. Our 5th grade ELA showed the greatest decline from 71% in FY22 to 55% in FY23, which is a 16 percent decrease. Science Achievement declined from 52 percentage points in 2022 to 47 percentage points in 2023. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners which is our second instructional priority. In FY23, 41 students in second grade had course failure in ELA as an early warning indicator. These students are now entering third grade. Ensuring teachers receive adequate training and supports towards highly effective instruction will lead towards positive learning gains and improvements school wide.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Learning Outcomes:

By May 2024, we will increase the 3rd grade ELA proficiency to 53% which is a 5% increase from FY22 PM3.

By May 2024, we will increase our ELL ELA overall proficiency from 14% to 20% which is a 6% increase from FY22 PM3.

By May 2024, we will increase our SWD ELA overall proficiency from 29% to 35% which is a 6% increase from FY22 PM3.

By May 2024, we will increase our science proficiency from 47% to 55% which is an 8% increase from FY23.

Teacher Practice Outcomes:

By May 2024, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model.

Coaching Outcomes:

By May 2024, 50% of our teachers in Tier 2(moderate support) will transition to Tier 3 (least amount of support needed) support from administration.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

At Loxahatchee Groves we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments.

The monitoring will be supported by key members of the leadership team: Assistant Principals, ESOL teachers, ESE teachers, ESE contact, and grade level team leaders.

Person responsible for monitoring outcome:

Richard Myerson (richard.myerson@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
2. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
3. Tutoring programs to ensure learning supplemented with additional resources and teacher support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
2. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards-based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the FAST.
3. Students who participate in the tutoring programs have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PLCs/Professional Development:

- a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. Administration and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Administration and resource teachers will assist with standards-based planning to build teachers capacity with BEST standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- e. Administration will build professional learning opportunities for teachers to utilize research- based strategies.

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

By When: PLCs and Professional Development will begin within the first month of the start of the new year. Grade level PLCs will meet bi-weekly. PDD will be ongoing.

Incorporate Small group instruction:

- a. Students will be assessed using USAs and FSQs in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
- b. Teachers will analyze student data to determine strengths and weaknesses in content area.
- c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, ELLs).

- d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
- e. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

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

By When: Small group instruction will begin within the first two weeks of school based on FY23 data and teacher observation. Groups will be fluid continue to be updated throughout the year.

Tutorials:

- a. Analyze student data to determine students for tutorial groups and the support necessary.
- b. Choose research-based supplemental materials and resources to during tutorials.
- c. Analyze teacher classroom data to determine who will be tutors.
- d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
- e. Students will be selected and grouped for pullout tutorials and afterschool based on the results from PM1 and PM2 during FY24 and ESSA identified subgroups: ELL and SWD.

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

By When: Tutorials will begin in January 2024. Student participants will be chosen based on data. They will be grouped based on need. Tutorials will continue through May 2024.

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

288 students in grades 3-5 completed the School Effectiveness Questionnaire in FY23, which was 91% of the student population in grades 3-5. 63% of the students stated the students respect each other at this school.

In FY22, 64% of the students stated that the students respect each other at this school. This is showing a trend that students feel that they don't show respect towards one another.

In alignment to the District's Strategic Plan, we strive to enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to foster a positive learning environment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Outcomes:

Increasing the percentage of students that state that students respect each other at this school to 70% by December 2023 and 75% by May 2024.

Teacher practice outcomes:

By December 2023, 80% of our teachers will conduct daily morning meetings to foster a positive classroom community.

By February 2024, 100% of our teachers will conduct daily morning meetings.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will be done through two student surveys, classroom walkthroughs, and PLCs.

Person responsible for monitoring outcome:

Richard Myerson (richard.myerson@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Teachers will implement school-wide positive behavior support (SwPBS) strategies daily to reinforce and promote a positive learning environment.
2. School-wide assemblies to review behavior expectations.
3. Required Instruction Florida State Statute 1003.42 and Policy 2.09.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. SwPBS: assists schools to improve social, emotional, behavioral and academic outcomes for children. When SwPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction.
2. School-wide assemblies help reinforce the behavior expectations of the campus, including systems, such as rewards and consequences.
3. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

CHAMPS/SWPBS

- Provide teachers with professional development to understand SwPBS
- Ensure all expectations are clearly explained and understood
- Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching
- Ensure the school has postings of the SwPBS expectations in all common areas and in classrooms
- Monitor executions and implementation with fidelity.

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

By When: Teachers will be trained and/or reoriented to SwPBS in August 2023. Monitoring will be ongoing.

Policy 2.09 and Required Instruction Florida State Statute 1003.42.

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

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By When: Teachers will receive the information in August and monitoring will occur monthly in PLCs and classroom observations.

School-wide Expectations Assemblies:

- A committee of teachers and staff will be formed at the beginning of the school year.
- The committee will review current practices and expectations and make recommendations for revisions if necessary.
- The committee and administration will draft a presentation for the assembly.

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

By When: The committee will meet on a monthly basis with administration present. The assemblies will take place in October and February.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Resource Teacher, Administration, and Grade Chairs will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. Some of these partnerships include the Literacy Coalition of Palm Beach County, Crestwind Women's Club of Westlake, Town of Loxahatchee Groves, The Education Foundation of Palm Beach County, and the Caridad Center are just a few of the business partners that have stepped up to support our school for Fy24.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We will continue to focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 23 data 73% of our incoming third grade students are reading at an on-grade level data based upon PM 3 data from the FLDOE. Additionally, students in grades Kindergarten and 1st grade scored well last year on PM 3 as well.

Kindergarten- 77% Proficient

First Grade- 60% Proficient

Grades 3-5: Instructional Practice specifically related to Reading/ELA

We will continue to focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

FY19 FY22 FY22 Learning Gains FY23 PM3

ELA

3 65% 46% 50% 46%

4 52% 63% 60% 58%

5 63% 61% 66% 57%

SWDs 14% 22% 14%

ELL 6% 0% 37%

Our FAST Data shows the following percentages are level 3 or higher.

PM1 PM2 PM3

3rd: 38% 48% 46%

4th: 52% 42% 58%

5th: 53% 58% 57%

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By May 2024, LGES will On Track on PM 3 for each grade, K-2, based upon the STAR Assessment.

Grade: FY23 PM3 FY24 PM3

K 77% 80%

1st 60% 70%

2nd 73% 75%

Grades 3-5 Measurable Outcomes

By May 2024, LGES will be proficient on PM 3 for each grade, 3-5, based upon the FAST Assessment.

Grade: FY23 PM3 FY24 PM3

3rd 46% 60%

4th 58% 65%

5th 57% 65%

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and we will also use grade level FSQ and USA to track growth within standards.

We will also review of Lesson Plans, Data Analysis, Classroom walks, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/ Summative Assessments and Technology

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Myerson, Richard, richard.myerson@palmbeachschools.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Small groups make it easy for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. Students take personalized feedback and use it during whole class instruction and when doing homework, so the result is improved student outcomes.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of your teaching and learning.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|--|---|
| Establish a Literacy Leadership Team consisting of LGES Admin, SAI Teacher, Media Specialist and our ELA resource teachers. | Myerson, Richard, richard.myerson@palmbeachschools.org |
| LGES will create a new PLC system where the teams will meet every 2 weeks to review current data and plan follow up lessons and new units. | Myerson, Richard, richard.myerson@palmbeachschools.org |

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

| | | | |
|--------|--------|--|--------|
| 1 | III.B. | Area of Focus: Instructional Practice: Benchmark-aligned Instruction | \$0.00 |
| 2 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
| Total: | | | \$0.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes