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Grassy Waters Elementary School

3550 N JOG RD, West Palm Beach, FL 33411

<https://gwes.palmbeachschools.org>

Demographics

Principal: Sean Higgins

Start Date for this Principal: 9/13/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: B (58%) 2017-18: C (52%)
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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Grassy Waters Elementary School

3550 N JOG RD, West Palm Beach, FL 33411

<https://gwes.palmbeachschools.org>

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Grassy Waters Elementary School is to ensure that each unique student is engaged, challenged, and supported while developing his/her critical thinking, creativity, collaborative skills, and citizenship. Laying the foundation for excellence in our students, our curriculum encompasses thorough studies in the areas of science, technology, engineering, the arts, and mathematics with an emphasis in the fields of biomedical and veterinary sciences. Students solve complex problems and generate solutions while experiencing, first hand, the important role that they play in their community and beyond.

Provide the school's vision statement.

Grassy Waters Elementary envisions the creation of a learning environment whose primary focus is to develop the entire child through authentic and rigorous learning experiences, service oriented projects, and academics firmly rooted in critical thinking and collaboration. Our Biomedical and Veterinary Technology Academy provides our students with hands-on and minds-on experiences in the medical fields that develop them as whole learners.

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
Ohlenschlaeger, Kristen	Single School Culture Coordinator	Kristen Ohlenschlaeger provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. She functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. She provides updates to the school and community via "The Nest", parent links and social media. She provides attendance interventions, connects with business partners and volunteers, as well as reviewing data from k-5 to make instructional decisions.
Brooks, Ladeshia		Ladeshia Brooks monitors school wide instructional strategies. She develops and monitors schedules for teachers and students. She is responsible for the day to day operations of the school campus including, scheduling, Educator Support Programs, Teacher observations and feedback, instructional materials distribution, internships, non-instructional oversight, state testing and Title 1 initiatives. She analyzes data and provides support to staff, students and families, while monitoring progress towards meeting school goals.
Higgins, Sean		Sean Higgins, the principal, provides a vision to support data based decision-making to ensure all students have equitable access and opportunities to learn in a safe school environment. He serves as the instructional leader which includes data analysis, coaching and mentoring teachers, master scheduling, and parent communication. He is responsible for all systems and safety throughout the campus. He manages the finances and the business aspect of the school. He makes the final decision regarding teacher evaluations, school improvement projects, hiring of school based employees, professional learning communities as well as curriculum. He supports all stakeholders in an effort to increase student achievement.
Moreland, Amy		Amy Moreland is responsible for monitoring and leading the professional learning communities for K-2. Within the professional learning community she is responsible for all data review. She provides coverage for Peer Observations, provides I-ready support and analysis K-2, supports benchmark implementation K-2, supports B.E.S.T. Math Implementation K-2, develops K-2 Acceleration practices and conducts non-evaluative observations used to maintain fidelity in instructional practices.
Garrison, Kelly		Kelly Garrison is responsible for monitoring and leading the professional learning communities for 3-5. Within the professional learning community she is responsible for all data review. She provides coverage for Peer Observations, provides I-ready support and analysis for 3-5, supports benchmark implementation 3-5, supports B.E.S.T. Math Implementation 3-5, AMP practices and conducts non-evaluative observations used to maintain fidelity in instructional practices.

Demographic Information

Principal start date

Tuesday 9/13/2022, Sean Higgins

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.*

1

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.*

14

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

745

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

14

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

9

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	104	124	105	141	150	121	0	0	0	0	0	0	0	745
Attendance below 90 percent	0	39	37	32	37	32	0	0	0	0	0	0	0	177
One or more suspensions	0	11	5	8	4	7	0	0	0	0	0	0	0	35
Course failure in ELA	0	19	23	31	31	33	0	0	0	0	0	0	0	137
Course failure in Math	0	14	9	21	31	40	0	0	0	0	0	0	0	115
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	22	29	21	0	0	0	0	0	0	0	72
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	41	31	0	0	0	0	0	0	0	92
Number of students with a substantial reading deficiency	0	5	9	30	30	6	0	0	0	0	0	0	0	80

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	19	17	30	49	44	0	0	0	0	0	0	0	159

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	0	3	0	23	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 9/23/2022

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	110	105	124	165	123	139	0	0	0	0	0	0	0	766
Attendance below 90 percent	0	32	16	24	21	20	0	0	0	0	0	0	0	113
One or more suspensions	0	0	1	1	1	5	0	0	0	0	0	0	0	8
Course failure in ELA	0	22	52	64	68	67	0	0	0	0	0	0	0	273
Course failure in Math	0	14	22	51	70	79	0	0	0	0	0	0	0	236
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	15	21	19	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	21	24	0	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	0	0	0	62	69	58	0	0	0	0	0	0	0	189
FY21 ELA Winter Diag Level 1 & 2	0	0	0	80	81	69	0	0	0	0	0	0	0	230
FY21 Math Winter Diag Level 1 & 2	0	0	0	61	76	73	0	0	0	0	0	0	0	210

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	16	24	51	65	66	0	0	0	0	0	0	0	222

The number of students identified as retainees:

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

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	110	105	124	165	123	139	0	0	0	0	0	0	0	766
Attendance below 90 percent	0	32	16	24	21	20	0	0	0	0	0	0	0	113
One or more suspensions	0	0	1	1	1	5	0	0	0	0	0	0	0	8
Course failure in ELA	0	22	52	64	68	67	0	0	0	0	0	0	0	273
Course failure in Math	0	14	22	51	70	79	0	0	0	0	0	0	0	236
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	15	21	19	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	21	24	0	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	0	0	0	62	69	58	0	0	0	0	0	0	0	189
FY21 ELA Winter Diag Level 1 & 2	0	0	0	80	81	69	0	0	0	0	0	0	0	230
FY21 Math Winter Diag Level 1 & 2	0	0	0	61	76	73	0	0	0	0	0	0	0	210

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	16	24	51	65	66	0	0	0	0	0	0	0	222

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	59%	56%				57%	58%	57%
ELA Learning Gains	67%						62%	63%	58%
ELA Lowest 25th Percentile	57%						55%	56%	53%
Math Achievement	40%	53%	50%				63%	68%	63%
Math Learning Gains	49%						67%	68%	62%
Math Lowest 25th Percentile	50%						55%	59%	51%
Science Achievement	37%	59%	59%				44%	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	56%	54%	2%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	55%	62%	-7%	58%	-3%
Cohort Comparison		-56%				
05	2022					
	2019	58%	59%	-1%	56%	2%
Cohort Comparison		-55%				

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	67%	65%	2%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	61%	67%	-6%	64%	-3%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	51%	-8%	53%	-10%
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	30	52	44	22	35	41	19				
ELL	40	63	67	30	49	58	30				
ASN	64			64							
BLK	48	64	55	34	44	50	33				
HSP	55	65	57	43	56	57	33				
MUL	72			56							
WHT	68	78		59	67		50				
FRL	50	67	57	37	49	55	33				
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	27	23	25	29	23	21	17				
ELL	31			36							
ASN	82			91							
BLK	47	39	28	37	15	11	46				
HSP	46	35		49	24		39				
MUL	60			60							
WHT	54	54		53	23		36				
FRL	43	33	30	38	18	17	37				
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	33	52	52	39	56	54	15				
ELL	41	56		48	80	82	10				
ASN	86			100							
BLK	52	61	55	60	69	54	37				

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
HSP	63	65	50	68	67	60	48				
MUL	47			47							
WHT	67	72		63	59		59				
FRL	53	58	49	57	64	55	38				

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	8
Percent Tested	100%
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	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	64

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	47
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	53
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	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	64
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	49
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?

According to the data in overall achievement we exhibited drops in math proficient by -2.6 and in science we experienced a drop in -8.5. We did have overall gains in ELA proficiency of +25.4. In looking at the lowest 25% we had gains in ELA of 30% and Math of 33%. 3rd grade ELA dropped -4.7 in achievement (from 49.6 to 44.9). In math there was decrease in -4.3 in achievement (from 44.0 39.7). In fourth grade overall achievement experienced gains in both ELA +15.2 and +10.3 Math. In 5th ELA had slight gains in achievement of +3.9. The hardest hit were 5th grade math achievement dropping from 43.2 to 30.8 (-12.4). and 5th grade science dropping from 45.4 to 36.8 (-8.5). In looking at our ESSA identified subgroup of Students with Disabilities (SWD) our overall proficiency was at 36% which fell below the 41%. This is the second consecutive year that we have not reached the goals. We saw learning gains in ELA from FY21-22 of 29%. We had learning gains in Math of 12%. Our lowest 25% of SWD also showed gains in ELA (19%) and Math (20%).

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

One of our greatest needs for improvement continues to be 5th-grade math and science. When we focus on math and science we will continue to support remediation of standards, foundational skills, and scaffolding instruction that meets the full intent and rigor of the standards. We continue to need improvement in our ESSA identified subgroup of SWD, although we continue to make gains we have yet to reach proficiency in ELA.

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

Teachers have reported the lack of professional development. Additionally departmentalization was an issue as specific teachers are responsible for all standards in a specific grade. Students need exposure to information across educators to ensure the content is being processed and absorbed. Collaborative planning through school visits with model science labs as well as scheduling during the science. Additional resources IXL an adaptive software to promote vocabulary building. Purchased reflex math. In the area of SWD we have had transition of students taking FSAA to now taking FSA. Training and benchmark standards must be addressed with rigor.

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

In overall achievement our lowest 25% showed the most gains in ELA and Math.

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

Grassy strategically grouped the low 25% to be supported by an interventionist as well as having the students in that group participate in "Lunch Bunch" with the administrators. This ensured that all students in the Low 25% received effective instruction based on their needs as well as motivational tracking by the administration. Grassy strategically placed teachers on teams and teaching specific content areas to match instructional strengths. Additionally, teachers were strategically scheduled for our Low 25% to receive interventions from our highly qualified interventionists. In K-1 classes, a heavy emphasis was placed on phonics instruction. Even with students learning remotely, this was the one area that they seemed to enjoy and excel at.

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

We will continue to provide additional push in support and intervention for math and science. This year we will add math and science learning gains and achievement to our focus. Historically we show above average gains and proficiency in math however, last school year Math and science were the areas we had our greatest weakness. All students will receive strategic differentiated instruction, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring. Push in support has been provided in all content areas this year to focus on remediation of foundational content that shows a significant gap according to our data. Our ESE cluster classrooms teachers will attend grade level team meetings for succinct teacher collaboration and planning with a focus on how to deliver upcoming content using the best practices necessary to ensure the most beneficial student achievement outcomes.

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.

Professional development will target the areas of

1. Collaborate walk throughs at neighboring schools which focus on scheduling and instructional blocks.
2. Professional development opportunities include district support/training, data analysis, and in-school coaching opportunities. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gaps.
3. Fifth grade Math/Science teachers will work on instructional planning of 5th grade Science standards and plan hands on labs to integrate with lessons. Grades 3-5 are monitored to assure fair game benchmarks are taught in science. 5th grade teachers will also plan and provide remediation of the the fair benchmark standards.
4. ESE teachers will be provided with iReady support to ensure all students have equitable opportunities to learn through technology.

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

1. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students.
2. Providing teachers with professional development through common planning to monitor student progress weekly through PLCs and SBT.
2. Classroom coaching support to assist teachers needs with instruction.
3. With the assistance of the Learning Team Facilitator, disaggregating data to determine the needs of students and grouping students within small groups accordingly in order to close gaps so students are successful with standards based instruction.
4. Monitoring of iReady usage and passing rates. Team will create incentives for students that have met usage and passing rate goals.
6. Continuing with morning meetings and start our mentorship program with resource and fine arts staff to assist students with their SEL.

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 Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In looking at the data from FY22 fifth grade science proficiency data shows a 8.5 decrease.
 If we meet the needs of all students, then we will increase overall science proficiency in 5th grade and Learning Gains for 4th and 5th grade students. If we focus on clear instructional processes, we will have an increase in student learning for all grades and subgroups. In addition, we will ensure alignment to the District's Strategic Plan. This area of focus aligns directly to the District's Strategic Plan, Theme 1- Goal 1: Overall Academic Proficiency.

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

By January of 2023, as measured by Winter Diagnostic scores, 40% of our 5th grade students will meet proficiency for science. By June 2023 our overall science achievement will be at or above 50% in 5th grade. This will be an increase of 14%.

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

Grassy Waters has changed the instructional model from departmentalization to standard homeroom instruction for content areas. This traditional program allows teachers to individually recognize students deficient and better gauge and progress monitor data based instruction.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Monitor all student achievement and intervention, including the lowest 25%, through the School Intervention Team Process with teachers, each grade every 8 weeks.
2. School leadership coaches and monitors instruction and data analysis. Use of strategies in the classroom are monitored through walkthroughs done by Administration.
3. Site visits throughout the district to collaborate regarding scheduling and small group interventions.
4. Teachers will integrate small group differentiated instruction based on student needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Teachers will use research-based curriculum support materials to increase standards' mastery. They will engage in standards-based long-term planning and reflection on data during their regular Professional Learning Communities.
2. Regular data chats will occur with all teachers. The focus of the data chat will be on the academic movement of students. If students are not moving, a plan will be put in place to ensure growth.
3. Demonstration of targeted strategies for instruction as well as scheduling from model schools with proficiency levels of 65% or higher.
4. 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 USA's and FSQ's have proven successful as key indicators of student success.

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.

1. Focus on alignment of standards in targeted instruction and assessments during the school day and in tutorials.
2. Meeting regularly with individual teachers and grade levels to create and monitor targeted plans.
3. Provide additional professional development in areas as determined by the needs assessment.
4. Monitor small group and whole group instruction on a regular basis.

Person Responsible

Sean Higgins (sean.higgins@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

This ESSA group of SWD in ELA and Math was identified as a critical need as we have not reached proficiency in this area in the last two years. The data indicates that we are at 36% proficiency which indicates an area which needs improvement.

Measurable Outcome:

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

By January 2023, as measured by PM2, 40% of SWD in Grade 3-5 will be at 41% or higher in proficient in ELA. By June 2023 75% of the subgroup will demonstrate at least 41% or higher proficiency in Grade 3-5 ELA.

Monitoring:

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

We will monitor student achievement data (e.g., FSQs, USAs, iReady, PM1 and PM2, formal/informal assessment), monitoring lesson plans, classroom walk-throughs and observations for evidence of implementation, and attendance and behavioral data. These data sources will be monitored consistently by the administrative team. Instructional coaches will collaborate with teachers during weekly PLCs and grade level team meetings to analyze the data for effectiveness and to determine the next course of action.

Person responsible for monitoring outcome:

Sean Higgins (sean.higgins@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Small group Instruction- teachers will analyze ongoing data to determine areas of specific need for each student.
2. Teachers will review and analyze data using various summative and formative assessments. This will be done independently as well as in a PLC as a team.
3. ESE teachers will joining their grade level PLC's and collaborate with one another after assessments.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Small group instruction addresses learning deficits. Instruction can be focused precisely on what the students need to learn next to move forward, and can be differentiated to meet the needs of the individual learner.
 2. PLCs meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. They are a common and proven practice to promote teacher collaboration that increases student achievement.
 3. When teachers use data to drive their decisions and plans, they are able to respond to problems more effectively, construct new teaching methods, and advance skill sets faster.
- Current studies indicate that teachers in schools with data-focused programs believe using data improves instruction significantly.

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.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

If we 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 not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 22 data 46% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 20% Proficient

First Grade- 19% Proficient

Second Grade- 35% Proficient

It also gives us data to support a lack of proficiency in foundational skills

Phonological awareness- 43% Proficient

Phonics- 32% Proficient

High-Frequency Words- 42% Proficient

Vocabulary- 30% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 31% For literature text and 27% for Informational text.

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our FY22 data shows our third-grade students were only 44.9% proficient on the FSA. The winter diagnostic also stated that 41% of students were predicted to be proficient by the FY 22 FSA. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. The ELA school-wide learning gains increased by twenty five percentage points, and the learning gains of ELA Low 25% increased by twenty nine points. Our ESSA identified subgroups SWDs have demonstrated a steady increase but have not yet met the 41% proficiency rate. 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. The gap between 2022 ELA Achievement in 3rd grade (45%) and the District average (55%) is 10 percentage points. Our ESSA identified subgroup SWDs; there was an increase of 3% in ELA and decrease of 7% in math. For science, 5th-grade scores went down 8% (from 45% to 36%).

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 new 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: Measureable Outcome(s)

The measurable outcomes for 2023 are:

February 2023 May 2023

Kindergarten- 35% Proficient 40% Proficient

First Grade- 30% Proficient 35% Proficient

Second Grade- 45% Proficient 50% Proficient

Phonological awareness- 55% Proficient 65% Proficient

Phonics- 42% Proficient 50% Proficient

High-Frequency Words- 50% Proficient 60% Proficient

Vocabulary- 40% Proficient 50% Proficient

Grades 3-5: Measureable Outcome(s)

The measurable outcomes for 2023 are:

February 3rd grade ELA proficiency May 2023

3rd 50% Proficient 55% Proficient

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 take place with evaluating impact at the end of the year.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

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 work samples/portfolio/binder reviews, 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.

Higgins, Sean, sean.higgins@palmbeachschools.org

Evidence-based Practices/Programs:

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. Â§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 for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 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. Weekly benchmark assessments will also be used to support growth within the standards.

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.

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 teachers in collaboration with best teaching strategies.

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
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Professional Development

1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions.
2. School leaders share the plan with staff in faculty meetings and PLCs.
3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively.
4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development.

Moreland, Amy,
amy.moreland@palmbeachschools.org

Interventions (Assessment / Professional Learning)

1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
2. Use K-5 Reading intervention with guidelines for schools to determine students' needs

Ohlenschlaeger, Kristen,
kristen.ohlenschlaeger@palmbeachschools.org

Assessment:

1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)
 - a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).
 - 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
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously

Garrison, Kelly,
kelly.garrison@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.

Our school integrates Single School Culture by creating a PBIS committee to streamline our school-wide behavior procedures and expectations. To ensure we have a single culture we utilize the behavioral matrix. In addition we use the behavior matrix for all school wide common areas, classroom settings, hallways, cafeteria. Expectation posters are posted throughout our school of our hallway expectations, in the cafeteria of our expectations in order to stream line our SwPBS culture. We communicate these procedures with our parents through our weekly class updates, parent-teacher conferences, SAC meetings and our school wide events. Social, Emotional, Behavioral expectation lessons are used through our morning announcements which also includes the moment of silence. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts as planned during our Common Planning sessions.

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. To ensure our students utilize the best strategies for their behavior we schedule the first ten minutes of our day dedicated to the SEL of students. We utilize the Second Step curriculum of Student Emotional Learning that we have implemented over the past four years. The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP. We implement Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school on an ongoing basis. Our SwPBS is implementing a new school wide positive behavior supports this year in order to capture when children are making good choices that align to our trimester focus through our positive office referrals system.

Every month two students from each class will be recognized as a Soaring Owl. Parents will be invited to attend the award ceremony for their children that have received the award. Monthly, two students will receive school wide recognition for exemplary student of the month.

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

Creating a positive school culture and environment is on campus is essential to Grassy Waters and is achieved through the support of all of our stakeholders.

Students – Students at Grassy Waters help to create a positive school culture by reporting any incidents of bullying behavior, and by setting an example through their kind acts and friendly behavior with peers. Students are recognized each month with “Soaring Owl” awards.

Teachers – Teachers help to promote a positive school climate through rigorous expectations, and reviewing the expectation multiple times a year. Teachers have classroom expectations, reward systems, and maintain regular communication with families.

PBIS Team (Positive Behavior Interventions and Supports)- The PBIS team collects and shares data about student behavior and areas of concern with faculty to help develop individual and school-wide interventions to support positive behavior on campus. The PBIS Team develops initiatives to support the school through recognition systems and school-wide activities that help create a safe and welcoming school climate. The school counselor and behavior health professional serve on this team and help develop and promote these initiatives and interventions.

Watch Dogs- We are also bringing back in the Watch DOGS programs to increase the role of men in our school. These unique volunteer opportunities have been embraced by our fathers in previous years. We continue to build

community partnerships through our biomedical and veterinary technology academy. Partnerships with Lion Country Safari, Community Animal Hospital, and Santelli Orthodontics have proven a wonderful way to enhance our choice program.

Parents – our Parent Teacher Organization (PTO) provides the catalyst for promoting a positive culture and environment at the school. Our PTO meets monthly to organize events including our Spring Dance, Family Movie Night, and Ice Cream Social. They are constantly looking Grassy Waters or ways to celebrate the diversity of our families and assisted with hosting our first ever Hispanic Heritage Night and month-long Black History Month Celebration.

As stipulated within Florida Statute & Policy 2.09 Elementary ensures all students receive equal access to the Pillars of Effective Instruction: Students are 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 will also be infused as 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 be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, 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 shall be designated as “Holocaust Education Week”.

(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.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

(e) Hispanic Contributions

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

* Declaration of Independence

* Constitution of the United States and the Bill of Rights

* Flag Education

* Civil government: functions and interrelationships

* History of the United States

* Kindness to animals

* Florida history

* Conservation of natural resources

* Health education

* Character development - done through a program that addresses: patriotism, responsibility, citizenship,

kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

These concepts are introduced as stand-alone and may also be integrated into other core subjects. 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 page, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.