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Grassy Waters Elementary School

3550 N JOG RD, West Palm Beach, FL 33411

<https://gwes.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.

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, 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
Higgins, Sean	Principal	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.
Brooks, Ladeshia	Assistant Principal	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.
Ohlenschlaeger, Kristen	Other	Kristen Ohlenschlaeger is the Single School Culture Coordinator. She 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. She focuses on fourth and fifth grade PLCs. Lastly, she runs our School Based Team and insures that interventions and progress monitoring are being done with fidelity.
Moreland, Amy	Instructional Coach	Amy Moreland is responsible for monitoring and leading the professional learning communities for K-1. 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-1, supports benchmark implementation K-1, supports B.E.S.T. Math Implementation K-1, develops K-1 Acceleration practices and conducts non-evaluative observations used to maintain fidelity in instructional practices.
Petillo, Mary	Instructional Coach	Mary Petillo is responsible for monitoring and leading the professional learning communities for 2-3. Within the professional learning community she is responsible for all data review. She provides

Name	Position Title	Job Duties and Responsibilities
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coverage for Peer Observations, provides I-ready support and analysis for 2-3, supports benchmark implementation 2-3, supports B.E.S.T. Math Implementation 2-3, AMP practices and conducts non-evaluative observations used to maintain fidelity in instructional practices.

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.

Grassy Waters Elementary works to involve all stakeholders. The school hosts monthly SAC meetings where stakeholders share where they feel the school needs improvements which our added to the SIP plan. Our Leadership Team works together to create goals for leaders, teachers and students, as well as monitoring their data. The school hosts four parent trainings a year with educational workshops facilitated by our staff and business partners. The school works with business partners such as Mathnasium to create lessons and plan parent workshops geared to the needs of our students. PLC leaders host biweekly Professional Learning Communities to disaggregate data and make instructional decisions.

Our Behavioral Health Professional and guidance counselor support the behavior and mental health of our students and work along side parents, teachers and administration.

Our ESE coordinator and ESE support teachers, work in conjunction with the District ESE department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of our SWD students and close learning gaps.

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))

Professional Learning Communities meet biweekly by grade level. At the end of each PLC, the teachers set up a commitment or goal that they will work towards. The leadership team looks for these commitments during walkthroughs and offer feedback. PLC's are used for data chats (using district and state assessments) and planning how to reteach and intervene to close learning gaps based on the academic standards. This helps teachers to frequently monitor and make instructional adjustments and decisions to close learning gaps. During the weekly leadership team meetings, the team discusses that data and sets goals. The team also discusses their finding through instructional walks and what goals need to be conveyed to our teachers. The team uses a walkthrough tool with "look fors" that we share with our teachers with feedback after being in their classrooms. For our students with disabilities and those falling in Tier 2 and Tier 3 work with our resources teachers and interventionist to work to close learning gaps. They are progress monitored weekly and instruction is altered based on the needs of the students. Student attendance will also be monitored by the attendance clerk and School Based Team leader.

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	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
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	0	38	32	26	20	28	0	0	0	144
One or more suspensions	0	1	5	3	4	1	0	0	0	14
Course failure in English Language Arts (ELA)	0	33	52	36	46	33	0	0	0	200
Course failure in Math	0	18	34	23	32	43	0	0	0	150
Level 1 on statewide ELA assessment	0	0	0	7	40	40	0	0	0	87
Level 1 on statewide Math assessment	0	0	0	7	33	46	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	33	52	36	46	33	0	0	0	200

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	0	23	41	26	48	49	0	0	0	187

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	0	1	0	7	0	0	0	0	0	8
Students retained two or more times	1	0	0	0	1	0	0	0	0	2

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	39	37	32	37	32	0	0	0	177
One or more suspensions	0	11	5	8	4	7	0	0	0	35
Course failure in ELA	0	19	23	31	31	33	0	0	0	137
Course failure in Math	0	14	9	21	31	40	0	0	0	115
Level 1 on statewide ELA assessment	0	0	0	22	29	21	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	20	41	31	0	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	9	30	30	6	0	0	0	80

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	19	17	30	49	44	0	0	0	159

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	0	23	0	0	0	0	0	26
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	39	37	32	37	32	0	0	0	177
One or more suspensions	0	11	5	8	4	7	0	0	0	35
Course failure in ELA	0	19	23	31	31	33	0	0	0	137
Course failure in Math	0	14	9	21	31	40	0	0	0	115
Level 1 on statewide ELA assessment	0	0	0	22	29	21	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	20	41	31	0	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	9	30	30	6	0	0	0	80

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	19	17	30	49	44	0	0	0	159

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	0	23	0	0	0	0	0	26
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*	46	53	53	53	59	56	49		
ELA Learning Gains				67			41		
ELA Lowest 25th Percentile				57			28		
Math Achievement*	47	57	59	40	53	50	43		
Math Learning Gains				49			19		
Math Lowest 25th Percentile				50			17		
Science Achievement*	50	54	54	37	59	59	45		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	52	56	59	49			37		

* 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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	238
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	8
Percent Tested	100
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	30	Yes	2	1
ELL	41			
AMI				
ASN	55			
BLK	41			
HSP	45			
MUL	72			
PAC				
WHT	64			
FRL	42			

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	48			
AMI				
ASN	64			
BLK	47			
HSP	53			

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	64			
PAC				
WHT	64			
FRL	49			

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	46			47			50					52
SWD	29			25			29				5	37
ELL	32			42							4	52
AMI												
ASN	42			67							2	
BLK	42			42			47				5	38
HSP	43			46			40				5	60
MUL	69			75							2	
PAC												
WHT	66			53			63				4	
FRL	41			43			44				5	43

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	53	67	57	40	49	50	37					49
SWD	30	52	44	22	35	41	19					41
ELL	40	63	67	30	49	58	30					49
AMI												
ASN	64			64								

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	48	64	55	34	44	50	33					44
HSP	55	65	57	43	56	57	33					55
MUL	72			56								
PAC												
WHT	68	78		59	67		50					
FRL	50	67	57	37	49	55	33					45

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	49	41	28	43	19	17	45					37
SWD	27	23	25	29	23	21	17					33
ELL	31			36								37
AMI												
ASN	82			91								
BLK	47	39	28	37	15	11	46					19
HSP	46	35		49	24		39					45
MUL	60			60								
PAC												
WHT	54	54		53	23		36					
FRL	43	33	30	38	18	17	37					37

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	56%	-1%	54%	1%
04	2023 - Spring	53%	58%	-5%	58%	-5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	48%	-7%	50%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	56%	57%	-1%	59%	-3%
04	2023 - Spring	45%	52%	-7%	61%	-16%
05	2023 - Spring	52%	56%	-4%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	51%	-1%	51%	-1%

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 group with the lowest performance is SWD. The math achievement for SWD from the previous year declines 9% and the ELA achievement declined 4%. One factor that contributed to this, was the absence of staff. During the 2022-2023 school year, there was a lot of turnover of classroom teachers. Because of this, our ESE teachers and interventionists had to be placed in the classroom leaving other resource teachers trying to fit in all the students services. We also then had new teachers or substitutes in the vacancies. This caused teachers to be unfamiliar with the standards and how best to close learning gaps. Teachers and administration will work on remediation of standards, foundational skills, and scaffolding instruction that meets the full intent and rigor of the standards.

Other data components that are showing low performance are our 3rd grade reading proficiency and fourth grade math. During the 2022-2023 school year, the school had substitutes in some of our classrooms. This caused teachers to need coaching and having district and school instructional coaches in classrooms to make sure that standards were being taught with fidelity. Teachers will also be asked to attend math cadre meetings which make sure that the critical content is being addressed and how it should be taught.

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

Our greatest decline is our SWD. Some factors that contributed to this, was the absence of staff. During the 2022-2023 school year, there was a lot of turnover of classroom teachers and our ESE teachers and interventionists had to be placed in the classroom leaving other resource teachers trying to fit in all the students services. Teachers and administration will work on remediation of standards, foundational skills, and scaffolding instruction that meets the full intent and rigor of the standards. We plan on working closely with the ESE department to ensure our teachers are receiving the support they need in order to effectively educate our students.

We are also seeing a consistent decline in third graders that are scoring a three or higher. We had a lack of teachers this past year and the vacancies affected us. This shows that our foundational skills in Kindergarten through second grade need to be a priority. This can also be seen in the decline of Kindergarten readiness based on the end of the year iReady diagnostics for our Kindergarteners. This year, our goal is to focus our PLC's on standards based instruction, how to use small groups to close learning gaps and how to use innovative approaches to teaching. Our new teachers will also receive instructional coaching based on their needs.

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.

As compared to the state, where we have the largest gap is third grade ELA proficiency where we are 10% below the state for PM3 and fourth grade mathematics where Grassy Waters is 16% below the state on PM3. This third grade class had started school virtually. Scheduling our reading interventionists for all the students with a reading deficiency makes for larger groups. For the math gap, our third grades have been declining in proficiency so fourth grade teachers are working to close the K-3 learning gaps while working on the fourth grade standards. We did have about 25 of our fourth grade students who would have been proficient on the fourth grade exam, partake in our accelerated math program where they learned and were assessed on the fifth grade data. Lastly, was the absence of staff. During the 2022-2023 school year, there was a lot of turnover of classroom teachers. Because of this, our ESE teachers and interventionists had to be placed in the classroom leaving other resource teachers trying to fit in all the students services. We also then had new teachers or substitutes in the vacancies. This caused teachers to be unfamiliar with the standards and how best to close learning gaps. New teachers also struggle with time management for the gradual release model of instruction and need training in small group instruction.

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

Although it was lower than the state, Grassy Waters showed a 15% increase in third graders who were proficient on the FAST ELA as compared to the FSA ELA the year before. We also had a 13% increase in our fifth grade science proficiency. This was in large part to our PLC's being standards based focused and data driven. We also offered after school tutoring for students who were performing below grade level. Students and teachers had goals set for them by administration. In order to make sure teachers were following through with plans with fidelity, administration conducted multiple walkthroughs and observations. District leaders came in to work with our fifth grade teachers on the science standards and to disaggregate the data. This was useful in planning reteach lessons, as well as our whole grade level Saturday boot camps for review before the FSA.

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

The top two priorities based on our early warning indicators are attendance and course failure in ELA and math. We plan to work as a team with teachers, parents, our attendance clerk, School Based Team leader and administration to monitor attendance and have truancy meetings when needed. The course failure is the other potential area of concern because as educators we can not expect students to be proficient on a state assessment if they are failing the course. In order to close the learning gaps that are

causing course failure, our new teachers will need to receive Tier 2 and Tier 3 level coaching, as well as all teachers receiving Tier 1. PLC's will be focused on how to deliver content that is standards based, monitor students while providing corrective feedback and analyzing data to make instructional decisions.

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

Developing a culture for learning and improvement. Stakeholders will collaborate to plan our Positive Behavior Support system so that all stakeholders feel welcome, respected and want to come to school to learn. Staff should be able to give corrective feedback to each other and collaborate in the best interest of the students.

We plan to work for learning gains and progress for our ESSA subgroups, particularly our SWD students. These students will be progress monitored and lessons will be adapted to their needs. They will receive additional support to close learning gaps.

Professional Learning Communities will ensure that teachers have uninterrupted collaborative time and time to disaggregate data in order to adjust their teaching to the needs of their classroom. The PLC's will be focused on standard based instruction and set goals for teachers and students. Lesson planning will be done that aligns to the standards, is effective and uses differentiated and innovative approaches.

The Educator Support Team will work to ensure retention of teachers and that new teachers are supported in the classroom. New teachers and those who need it, will receive Tier 2 and Tier 3 level coaching by our instructional coaches and SSCC.

Area of Focus

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

#1. 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 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.

This ESSA group of SWD in ELA and Math was identified as a critical need as we have not reached proficiency in this area. The data indicates that SWD students are 24.8% proficient on the FAST PM3 for ELA and 29% proficient on the FAST PM3 for math. The school did not meet the the required federal threshold of 41 percentage points. As a school we need to review what is being taught and how, as well as make data based instructional decisions. Our first instructional priority for this subgroup and all students is to deliver content aligned to the benchmark and what students are intended to learn. Secondly, teachers will work in PLC's to understand how to monitor student work and give corrective feedback. Teachers will also disaggregate data to identify student needs and adjust instruction accordingly.

Measurable Outcome:

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

By January 2024, as measured by PM2, 27.5% of SWD in Grade 3-5 will be proficient in ELA. By June 2023 30% of the subgroup will demonstrate proficiency in Grade 3-5 ELA. By January 2024, as measured by PM2, 31.5% of SWD in Grade 3-5 will be proficient in Math. By June 2023 34% of the subgroup will demonstrate proficiency in Grade 3-5 Math.

Teacher Evidence - Teachers who need extra support will be given Tier 2 and Tier 3 coaching support. By the end of the year, teachers needing Tier 2 and Tier 3 support will decrease by 25%.

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. 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. They will ensure that content is being delivered based on the standard, feedback is given to students and instruction is altered based on the needs of the students.

The monitoring will be done by members of our leadership team, principal, assistant principal, SSCC, and instructional coaches.

Person responsible for monitoring outcome:

Sean Higgins (sean.higgins@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. 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.
4. 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. They will ensure that content is being delivered based on the standard, feedback is given to students and instruction is altered based on the needs of the students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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. Instruction can be done with a variety of tasks, process and product.
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.

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.

Ensure incorporation of small group instruction. Teachers will analyze data to create lessons and tasks that align to the needs of the students in order to close learning gaps.

Person Responsible: Ladeshia Brooks (ladeshia.brooks@palmbeachschools.org)

By When: Small group instruction is daily in both math and ELA. This will start within the first two weeks of school. Groups are fluid and flexible.

PLCs will meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. Meetings will be to analyze the data for effectiveness and to determine the next course of action. They will ensure that content is being delivered based on the standard, feedback is given to students and instruction is altered based on the needs of the students.

Person Responsible: Kristen Ohlenschlaeger (kristen.ohlenschlaeger@palmbeachschools.org)

By When: PLC's are ongoing and will begin the week of August 21, 2023.

Adaptive technology

SWD students will be using iReady for math and reading. Third through fifth grade students will also be using IXL. Teachers receive professional development to ensure appropriate use. Teachers can use the results from the technology to engage in small group lessons.

Person Responsible: Ladeshia Brooks (ladeshia.brooks@palmbeachschools.org)

By When: Students will complete their diagnostic exams and state within the first few weeks of schools.

SWD Teachers will receive coaching on Tier 2 and Tier 3. Within their coaching they will work to plan lessons, engage in lessons being modeled for them, co-teaching and planning, and data-driven coaching. Feedback will be provided for all teachers with corrective strategies.

Person Responsible: Kristen Ohlenschlaeger (kristen.ohlenschlaeger@palmbeachschools.org)

By When: Coaching will begin within the week of school and be ongoing.

#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.

In analyzing the Student Effectiveness Questionnaire, it is evident that respect and increasing our Positive Behavior Support system is needed. Student responses showed that they do not feel respected by each other, with only 56.6% of students surveyed feel that students respect each other. In FY23, Grassy Waters also had 43.7% of students with 11 or more absences and 29.1% with 15 or more.

In alignment with the District's Strategic Plan, we will work to enhance a sense of belonging, safety and acceptance for all students. Our priority is to use these trends to identify needs in order to support positive behaviors.

Measurable Outcome:

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

By the end of the school year, we would like the percentage of students that feel respected by each other to increase to 70%. We will also look at discipline data. Our midyear data for FY23 showed that we had 19 total incidents for Level 1 and Level 2 discipline incidents. The goal is to only have 10 by the midyear report for FY24.

For attendance, the goal is to decrease the percentage of students with 11 or more absences by 10%.

Monitoring:

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

This will be monitored through discipline data and Positive Behavior Support systems. Students who have positive behavior will be praised and acknowledges and students who need corrective strategies will receive the appropriate interventions. This can be done through the tiers for behavior in School Based Team. To monitor students, this can be done with tally marks for a certain time period to measure the amount of times they need corrective behavior. Teachers will also use this data in PLC's to share corrective behavior strategies and collaborate on how to create a more positive learning environment. We will also look at the SEQ data and data for students having referrals.

Student attendance will also be pulled regularly and attendance letters will be sent home and School Based Team meetings will be held when needed.

Person responsible for monitoring outcome:

Sean Higgins (sean.higgins@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. School wide Discipline Plans
2. School wide Attendance plan
3. SWPBS
4. Parent Involvement
5. 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. School wide Positive Support can motivate students to act appropriately to gain positive praise and encouragement. Working as a school on SwPBS, will create a sense of belonging, safety and acceptance amongst the students.
2. Monitoring attendance will ensure that students attend school which enhances learning opportunities and they will more likely succeed in academics.

3. Staff and students will adhere to the WISE Owl behaviors. This approach to discipline reinforces desired behaviors and expectations.
4. Parent involvement motivates students to come to school and in the classroom. This correlates to increased academic achievement.
5. 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.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District’s Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.

Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (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

These lessons will be planned during PLC’s to ensure fidelity.

Person Responsible: Sean Higgins (sean.higgins@palmbeachschools.org)

By When: This is an ongoing action step throughout the year. PLC’s will begin the week of August 21, 2023.

Ongoing student recognition for attendance. Students will receive rewards for each month they have perfect attendance.

Person Responsible: Kristen Ohlenschlaeger (kristen.ohlenschlaeger@palmbeachschools.org)

By When: This will begin in August.

SwPBS - The PBS team will ensure that expectations are clearly understood and explained to students and staff. Expectations will be posted around the school for the different areas. For example, bathroom expectations, cafeteria, classroom, etc.

Person Responsible: Sean Higgins (sean.higgins@palmbeachschools.org)

By When: This is ongoing and students will be exposed to the Behavior Matrix on the first day.

Ongoing school and classroom recognition for exhibiting good character. Students will be rewarded based on the character trait of the month.

Person Responsible: Kristen Ohlenschlaeger (kristen.ohlenschlaeger@palmbeachschools.org)

By When: This will begin at the end of August and continue monthly.

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).

1. Resource teachers (ESOL and ESE) support during small group instruction this helps to close the learning gaps for our SWD and ELL students.
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. We have two LTF's and a Single School Culture Coordinator that collaboratively plan and execute the PLCs with the best interest of our teachers and students.
4. Instructional Coaches 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. The district team does regular walkthroughs to ensure instruction is being done with fidelity.
7. Regular data collection and review meetings with the leadership team. The team also discusses what they have seen during instructional walks and strategies to increase student achievement.
8. IXL is purchased as more adaptive technology to assist students in closing learning gaps.

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

In Grades K-2, our focus is on phonics and phonological awareness to help address reading deficiencies.

A comprehensive literacy program will be designed to improve reading and writing skills, particularly focusing on phonics and phonological awareness. The program will include structured lessons, activities, and resources to help students understand the relationships between letters and sounds, which is crucial for reading and spelling.

We will implement a phonological awareness initiative specifically designed for developing phonological awareness skills. It typically involves short daily lessons that target various phonological skills like rhyming, blending, segmenting, and manipulating sounds in words. The program often uses a scripted approach with a sequence of activities to progressively build phonological awareness skills. Consistent and regular practice with phonological awareness can help students become more adept at recognizing and manipulating sounds in words, which contributes to their overall reading readiness.

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

Based on FY23 data, students not demonstrating proficiency in English Language Arts (ELA) were as follows:

- Grade 3: 59%
- Grade 4: 47%
- Grade 5: 45%

In response, a comprehensive approach to instructional practice has been formulated for 3rd, 4th, and 5th graders, encompassing what has been coined as "double downs." This innovative strategy involves the pairing of two educators within each classroom, denoted as Teacher A and Teacher B, and sometimes Teacher C. This collaborative model empowers all educators to leverage their unique strengths for the benefit of the students.

Teacher A focuses on delivering in-depth, standards-based instruction. This approach ensures that every student is exposed to rigorous content that aligns seamlessly with established educational standards. Concurrently, Teacher B provides differentiated instruction, specific to individual students' needs. This differentiation is planned using data from formative and diagnostic assessments. By using these assessments, Teacher B plans a personalized lesson for each student, addressing their unique learning styles, strengths, and areas requiring growth.

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

Grassy Waters will increase ELA proficiency by 5% from FAST PM1 to FAST PM3. Targeted efforts and effective teaching strategies, students in grades K-2 can achieve significant growth in English Language Arts. The 5% increase in proficiency is a pivotal benchmark. It not only sets high expectations for students but also demonstrates the dedication to delivering quality education. We want to ensure that all K-2nd grade students exceed the standard for grade level expectations.

Our measurable outcome for K-2 represents our mission to provide the best possible education and create an environment where every K-2nd-grade student can thrive academically. By setting and striving for this goal, we will empower our K-2nd grade students with the knowledge and skills they need to succeed not only in their current academic year but also as they progress through their educational journey.

Grades 3-5 Measurable Outcomes

The measurable outcomes for 3-5, at Grassy Waters are aimed at enhancing overall proficiency and academic performance by the end of the FY24 school year. We have a goal to increase overall proficiency by 5%, in all grade levels. This overarching objective reflects our commitment to advancing academic excellence across all grades and subjects. Our FY24 Goals for English Language Arts by grade level are as follows:

Grade 3 - 46%

Grade 4 - 58%

Grade 5 - 60%

These measurable outcomes are in line with the district's dedication to data-driven decision-making and accountability. It provides clear benchmarks and can evaluate student progress and the effectiveness of its teaching strategies. By setting these goals, Grassy Waters is not only fostering a culture of excellence but also ensuring that students receive the best possible education.

Our overall commitment, at Grassy Waters, is to academic growth and excellence. Providing support needed to teachers to achieve academic gains serves as our roadmap to superior educational outcomes for all students.

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.

Our school administration has outlined an approach to monitor and improve the fidelity of our approach to teaching and learning .

1. Small-group instruction. To achieve this, they have planned a series of classroom walkthroughs scheduled throughout the week. These walkthroughs serve as a crucial component of their strategy to ensure the effectiveness of small-group teaching methods. During these walkthroughs, the administration will utilize a classroom walkthrough tool. This tool is designed to provide real-time data on the implementation and fidelity of small-group instruction. By using this tool, administrators can gather immediate insights into how well these instructional techniques are being carried out in practice. This live data collection offers a dynamic and responsive approach to assessing teaching methods.
2. Formative assessments to complement their monitoring efforts. These assessments include USAs (Unit Summative Assessments), iReady assessments, PMs (Progress Monitoring), mastery assessments, and vocabulary data. This multifaceted approach ensures a comprehensive evaluation of student progress and the effectiveness of the "double down" instruction strategy.

By analyzing the data collected from both classroom walkthroughs and formative assessments, administrators can identify trends and patterns. These trends may reveal areas of strength or areas that require adjustment within the small group instruction framework. Importantly, this data-driven decision-

making process allows administrators to tailor their support and interventions to the specific needs of students and teachers.

Our administration's plan is a proactive and data-centered approach to improving small group instruction.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Higgins, Sean, sean.higgins@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?

At Grassy Waters Elementary, we use iReady, LLI, SPIRE, and Voyager as our main ELA programs. The resources provide students with strong foundational skills in English Language Arts (ELA). These programs are aligned with the science of reading, which emphasizes the importance of systematically teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension skills to build a solid foundation for literacy. By focusing on these key areas, these programs adhere to evidence-based practices that have shown statistically significant effects in improving student outcomes. These programs directly align with the district's Comprehensive Evidence-based Reading Plan, contributing to a comprehensive and cohesive approach to literacy instruction across all grades. Furthermore, these evidence-based programs are fully in line with Florida's B.E.S.T. ELA Standards. These evidence-based programs integrate well with the district's reading plan by incorporating systematic and explicit phonics instruction throughout their curriculum.

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?

These programs are all research-based instructional approaches or programs designed to support literacy development. They have been developed based on educational research and best practices in the field of literacy instruction, and they aim to provide effective strategies and approaches to enhance students' language and literacy skills.

LLI is a supplementary intervention system proven to improve the literacy achievement of struggling readers in grades K through 5+ with engaging leveled books and fast-paced systematically designed

lessons.

Voyager provides comprehensive, explicit, and systematic instruction in the five essential components of reading.

S.P.I.R.E. is a research-proven reading intervention program for your lowest-performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension.

i-Ready provides instruction and assessment in reading. It offers personalized learning experiences based on individual student performance. i-Ready's content is developed using research-based best practices and instructional approaches.

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
<p>1. Incorporate Small group instruction:</p> <p>a. Students will be assessed using USA's in Language Arts. Teachers will utilize differentiated instruction strategies and small-group instruction in all ELA courses.</p> <p>b. Teachers will analyze student data to determine strengths and weaknesses in the content area.</p> <p>c. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities.</p> <p>d. Teachers will create small group lesson plans utilizing instructional materials and teaching methodologies to support all learners.</p> <p>e. Teachers monitor ongoing formative assessments to track student learning and make adjustments to instruction.</p> <p>These programs are all research-based instructional approaches or programs that are designed to support literacy development. They have been developed based on educational research and best practices in the field of literacy instruction, and they aim to provide effective strategies and approaches to enhance students' language and literacy skills.</p>	<p>Higgins, Sean, sean.higgins@palmbeachschools.org</p>
<p>PLC's/Professional Development:</p> <p>a. Development of a PLC schedule to include all content area teachers and resource teachers.</p> <p>b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs of students.</p>	<p>Higgins, Sean, sean.higgins@palmbeachschools.org</p>
<p>Tutorials:</p> <p>a. Analyze student data to determine students for tutorial groups and the support necessary.</p> <p>b. Choose research-based supplemental materials and resources during tutorials.</p> <p>c. Analyze teacher classroom data to determine who will be tutors.</p> <p>d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.</p> <p>e. Students will be selected and grouped for pullout tutorials and after school, based on the results from USAs and Progress Monitoring and RAISE data.</p>	<p>Higgins, Sean, sean.higgins@palmbeachschools.org</p>

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