

# S. D. Spady Elementary School



2014-15 School Improvement Plan

## S. D. Spady Elementary School

901 NW 3RD ST, Delray Beach, FL 33444

[www.edline.net/pages/s\\_d\\_spady\\_elementary\\_school](http://www.edline.net/pages/s_d_spady_elementary_school)

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Elementary	No	50%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	57%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	A

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The S.D. Spady community, through the Montessori approach, is committed to working together to provide a safe, nurturing and challenging environment for all, ensuring academic excellence and promoting healthy, productive individuals.

##### Provide the school's vision statement

Parents, staff, students and community of S.D. Spady Montessori Magnet school are working together to empower staff members by providing knowledge, resources and educational opportunities to guarantee an effective and healthy learning environment. It is our vision to empower our students by providing knowledge, resources, and educational opportunities to promote individual academic excellence and recognize and assume personal and community responsibility. We are enhancing the Montessori curricula and methodology to align with State Standards. It is our focus to ensure that our resources benefit our student's growth in all areas Language Arts (Reading and Writing), Mathematics, and Science. It is our vision to empower parents to be active participants in their children's education so that we may grow as a community and every child be successful in the "real world."

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

S.D. Spady Montessori Magnet School holds their annual Spady Fest normally in the Spring time. It is an afternoon of learning about and honoring Spady worldly culture's ethnic diversity. Spady parents and community members join together embracing diverse group of languages, culture and customs. Parents and teachers alike volunteer their time to unite and be united, working together for the positive good of Spady and the children that attend.

Unique to the Spady Montessori classroom is a rich cultural curriculum. Dr. Montessori was passionate that the key to a peaceful world was held within the peaceful child. By exploring cultural activities including maps, music, food, and artifacts, with a focus on the similarities on people throughout the world, the child builds awareness of the world around her. The diversity of our families and staff, in conjunction with the cultural materials, help our students develop a respect for all peoples'. A rich and stimulating cultural study area will go beyond the acquisition of knowledge and information; hopefully, and most important, it will provide the child with invaluable opportunities to expand and sensitize their experiences and interactions with nature and expose children to different peoples and cultures.

The ultimate goal is that children will carry into adulthood an overall respect and a sense of responsibility for our earth and all of humanity.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

At S.D Spady Montessori Magnet School we have all made a commitment to provide our students with a challenging Montessori environment as well as a safe and nurturing community. It is vital that we work together as a team to create a warm and supportive atmosphere for the students and the adults. When students receive a consistent message and see consistent modeling of appropriate behavior from all adults on the campus, they feel safer and part of the community. School-wide



Positive Behavior Support is our school districts mandated discipline framework. SWPBS provides a systematic process that helps every school site to create their own behavior management programs, based upon our unique school culture. Our SWPBS is Safety, Ownership, Attitude, and Respect. (SOAR). S.D. Spady is active with the local LE and with the School District Police Department. We have frequent practice drills for Code Red, Code Yellow, Code Blue, and Code White.

To ensure that Spady instills this safe environment for our children these procedures are followed during arrival:

All students must be in their classrooms by 8:00 a.m. when instruction begins. Students may not arrive prior to 7:30 a.m. unless they are registered in morning care since there is no adult supervision 7:30 - 7:45 a.m. Students enter at the gate between the Media Center and Administration offices and go directly to the cafeteria to eat breakfast, to the Computer Lab or stand by the Media Center where there is adult supervision. No students may be in the hall or outside the classroom door waiting for the 7:45 bell. Breakfast is provided free to all students daily from 7:30 a.m. until 7:55 a.m. Breakfast is served on a tray to be eaten in the cafeteria between 7:30 - 7:50 a.m. Breakfast is served "carry out" to eat in classrooms in order to maximize valuable instructional time between 7:50 - 7:55 a.m.

At Spady we follow very strict dismissal procedures. It is imperative that every child's teacher has accurate information on how each child returns home in the afternoon. Children are not permitted to deviate from this plan without prior written notification from the parents to the teacher or the office. Spady has files in the school office with a record of the names and addresses of those persons to whom the children may be released during the school day or after school. At any one time a child needs to be dismissed from school during hours, including being sent home from the clinic, the child will only be released to one of the persons whose name appears on the release of student information form or a person who can provide the password. Bus Students: An Early Childhood staff member will escort the Early Childhood students to the bus area at 1:50 p.m. (all other students will be dismissed from their room to go to the bus area.) The assigned staff member will check in all students at the bus area. It is the classroom teacher's responsibility to make sure students arrive at the bus area on time. Parent Pick-Up: At 2:05 p.m. the Assigned Staff Member will escort the students to the parent pick up area in the Media Center. The Teacher on duty will supervise the students and make sure they are seated and quiet during the dismissal process. It is the teacher's responsibility to make sure that all students arrive at Parent Pick-Up on time each day. After-Care: At 2:05 p.m. the Assigned Staff Member will escort the after-care students from their classroom to a designated location. The Aftercare Counselors will meet the students at their assigned locations. The Aftercare Program Director will supervise the movement of students to their Aftercare location. At 2:05 p.m. the Assigned Staff Member will send students to the sidewalk between building 2 and 3. The assigned staff member will escort students to the crossing guard to go to Pompey Park. There is zero tolerance for bullying at Spady as we adhere to the District and State Policies on Bullying Prevention which is found at <http://www.palmbeachschools.org/safeschools/Bullying-Policies.asp>. The safety of all our children is our prime concern.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

S.D. Spady Montessori Magnet's schoolwide behavioral system is based on a matrix of behavior expectations. The universal guidelines are Safety, Ownership, Attitude, and Respect (SOAR). 'Come SOAR with me!' is our school-wide positive behavior symbol. Our mascot is a cardinal. The symbol represents a bird soaring upwards which silences the community for an important message. (Sign 'I love you', and swoop it down then raise it up above your head; say 'Come SOAR with me.')

It was adopted in 2011 and is used campus-wide by teachers, children, parents, paras, and administrators.

Each main area of our school is listed on a matrix which demonstrates expected appropriate behavior. The areas include: all settings, classroom, hallways cafeteria, restroom, playground,

assemblies, dismissal and the garden.

The link to access our SOAR matrix on SharePoint is as follows:

<https://www.sdpbc.org/schools/0881/Documents/SWPBS/>

[Major%20and%20Minor%20Discipline%20Incidents.pdf](https://www.sdpbc.org/schools/0881/Documents/SWPBS/Major%20and%20Minor%20Discipline%20Incidents.pdf)

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

S.D. Spady Montessori Magnet School teaches responsibility as a major part of how the school ensures social-emotional needs of all students. Responsibility is taught by the teacher acting as a role model and by other peers who mentor children in need. Being responsible means being accountable to yourself and others. With this responsibility the students become bound by obligations and feel a self-worth and a sense of belonging. Our children look to us, teachers, and their peers, Safety Patrol, as their role models and mentors. Responsibility is a learned behavior and who better to learn from than positive role models. The teachers, administrative staff, parents, students, and community members have a sense of duty to themselves and to the children of Spady. Ms. Maria Roberts our School Counselor also provides a well developed program that supports the social-emotional needs of our children at Spady. Ms. Roberts co-facilitates a Grandparents Raising Grandchildren group at our school on the first Monday of each month from 5:00 - 7:00. This has proven to be a very supportive group for our grandparents. Ms. Roberts also organizes play-groups where children benefit from a play group for socialization.

S. D. Spady's Montessori School counseling program supports a safe, nurturing and challenging environment for all students by providing a comprehensive, developmental counseling program, addressing the three domains: academic, personal/social and career development. Individual Counseling, Small Group Counseling, Large Group Counseling, Consultation (w/teachers and families), Coordination of Services (with outside agencies), Coordination of Food Drives, Coordination of Holiday Toy Drive, Co-facilitation of the Grandparents Raising Grandchildren program, School Based Team Facilitator and Volunteer Coordinator.

### **Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Students and parents are provided homework follow-up. Teachers communicate with parents via ed-line, email, and Friday Red Folders with information on how to help their child at home. Teachers along with administrators will ensure this will be done through the following strategies:

- Adjust coverage to enable teachers to meet with every parent during or after the school day at Parent Conference Week. Teachers will notify parents of academic proficiency levels, attendance rates and provide strategies for parents to help their children at home.
- Open the Parent Resource Room daily with access to parenting materials, computers, Internet and notify parents of the opportunity to utilize.
- Provide curriculum nights, Grandparents as Parents Workshop and ESOL PLC meetings. Provide notices to parents in various languages using Edline and Parent Link.

- Recruit parents to attend SAC and ESOL PLC meetings and provide child care during meetings so that parents can help to plan strategies, parent involvement, notification and evaluation of school-wide program and continue volunteer and business community partnerships.
- Work with students to build individual work portfolios and invite parents for a Portfolio Night after the 2nd trimester, when students present their portfolio of work to their parents.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

We as a school/students reach out to local businesses to help support S.D. Spady through advertising on the fence banners. Many local businesses are more than happy to support us through donations, such as i9 Sports, Walmart, Jordan Michael Design, Outback Steakhouse, XF Martial Fitness, Glick Family Funeral Home, Allegiance Home, Health. Local businesses also participate in career day wherein local businesses come in to educate the students about education and promising careers. Delray Reads is another opportunity that our business partners unite with our school to encourage young children the benefits of reading. We also advertise on the fence which attracts business through Facebook and our web page. We also have businesses that are local who want to partner with the school for mutual business relationships.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**  
 Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Tata, Rona	Principal
Salah, Mazen	Assistant Principal
Knight, Raiko	Guidance Counselor
Danca, Karen	Teacher, ESE
Bast, Robin	Psychologist
Lord-Carsrud, Angela	Administrative Support

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The school-based ESE Team will met regularly to review universal screening data, diagnostic data, and progress monitoring data. The team will identify students who are not meeting identified academic targets.

The identified students will be referred to the school-based ESE Team.

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the

interventionist (e.g. teacher, ESE coordinator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
  2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes.
  3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
  4. evaluation is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
- The problem solving process is self-correcting, and, if necessary, cycles in order to achieve the best outcomes for all students.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school-based Rtl team (SBT) is comprised of the following members: Principal, Assistant Principal (also serves as the ELL contact), ESE Contact, School Psychologist, the appropriate classroom teachers and the Guidance Counselor.

The Principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing the ESE processes
- assessment of Rtl skills by school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support Rtl implementation is provided
- effective communication with parents regarding school-based Rtl plans and activities occurs.

The ESE Coordinator, School Psychologist and Guidance Counselor will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rona Tata	Principal
Allison Castrovinci	Teacher
Angela Carsrud	Teacher
Eileen Kahn	Parent
Ingrid Lee	Parent
Jean cange	Parent
Kristyn Cox	Parent
Regina Cabadaidis	Teacher
Lacinda Mcduffie	Teacher
Marie Charles	Parent
Christi Macaluso	Parent
Noam Brown	Parent
Reginald Cox	Parent
Rhona Diccicco	Business/Community
Shawna Kingsley	Parent
Sheri Schwartz	Parent
Teresa Kwan	Education Support Employee
Theresa G-William	Parent
Wendy Fleurider	Parent
Ysende Seguin	Parent
Alice Finst	Business/Community
Mercie Alcindor	Business/Community

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC reviewed school data at the end of the 2013 - 14 school year as well as at the beginning of the current year to identify areas of need and targets. The members brainstormed resources as well as barriers to reaching those targets. Specific functions include the following:

1. Develop and oversee the implementation of the School Improvement Plan that will serve as a framework for School Improvement;
2. Enlist, promote, and support greater interaction between school and community;
3. Provide input in matters concerning disbursement of school improvement funds and other monies related to school improvement and to ensure that such expenditures are consistent with the School Improvement Plan;
4. Consult with peripheral constituency groups when making decisions concerning educational practices within the school;
5. Make decisions based on available data; and
6. Consult with people or departments needed to support the School Improvement Plan.

*Development of this school improvement plan*

School Grade has dropped and as a result our over arching goal was directed towards Accountability and Alignment. Our focus is in the core areas Math, Language Arts, and Science. This will be on going process as only measurable data will be gathered and analyzed in the quantitative research. The qualitative research will focus on gathering mainly verbal data rather than measurements. The gathered information will be analyzed by SAC in an interpretative manner which is subjective, impressionistic and/or even diagnostic. Our goal for the School Improvement Plan is to use measurable objectives. The primary aim of the SIP qualitative research is to provide a complete plan using our school resources. The quantitative research on the other hand will focus more on counting and classifying features and constructing statistical models and figures to explain what is observed, through data , diagnostic, EDW reports. The school's first round of tests will be October 2014.

*Preparation of the school's annual budget and plan*

Preparation of S.D. Spady's annual budget and plan is the District and the Principal. Rona Tata.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

School Improvement funds will be used to fund the purchase of materials and salaries needed to provide remediation programs in reading and/or math daily in school and/or after school for targeted students in kindergarten through grade 5 .

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Tata, Rona	Principal
Cabadaidis, Regina	Teacher, PreK
Lord-Carsrud, Angela	Teacher, K-12
Murphy, Amy	Teacher, PreK
Danca, Karen	Teacher, ESE
Salah, Mazen	Assistant Principal
Kunesh, Linda	Teacher, K-12
Kaser, Kery	Other
Mann, Chelsea	Teacher, K-12
Drummond, Suzanne	Teacher, K-12
Vollman, Sarah	Teacher, K-12
Antonelli, Melissa	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team will help with implementation of initiatives to improve reading comprehension, vocabulary and oral language instruction. In addition they will review research-based strategies and progress monitoring tools for use with Tier 2 and Tier 3 students.

The Literacy Leadership Team will also plan staff development for the following:

Reading and Writing Workshop in Grades K - 5

Reading Comprehension Instruction including creating mental images, using background knowledge, asking questions, making inferences, determining the most important ideas or themes, synthesizing information and using "fix up" strategies in all grades.

Vocabulary Development in all grades.

Supplemental Reading Comprehension Programs (CARS and STARS)

Leveled Literacy Instruction (LLI)

Word Wise

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Weekly collaborative planning. Each grade level meets weekly to plan for the up-coming weeks of lessons. To use time efficiently Google docs is being used while the planning takes place. There is positive working relationships as all grade levels work together / team leaders meet to discuss requirements for the following year. For example: Kindergarten Team Leaders meet with grade one Team Leaders, grade one Team Leaders meet with grade two Team leaders, through grade five. Finally, all grade level teachers meet with administration to discuss strategies and ensure that students are prepared for the next grade level.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Teachers new to the school are given a full day workshop to introduce them to the processes and procedures of the school, the single school culture and the discipline system (Administration and Montessori Magnet Coordinator). Regular meetings are scheduled for teachers new to the school with the Assistant Principal and the Montessori Coordinator. New teachers are partnered with an experienced mentor teacher (Assistant Principal). Regular workshops are offered to all new teachers on Conscious Discipline and classroom management (Montessori Magnet Coordinator). Continued dialogue with the American Montessori Society, the Public School Montessorian and Montessori Teacher Training Centers to recruit quality certified teachers (Principal).

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The mentor and mentee meet weekly in a Professional Learning Community to discuss data and instructional practices and evidence-based strategies. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and planning. The Program Coordinator regularly schedules new teachers support by providing materials and training relevant to the philosophy of the school.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

Weekly planning is aligned by unpacking the standards. Every Team Leader meets with their team on a weekly basis identifying the core standards and aligning the curriculum to the current scope and sequence. Once the team for each level collaborates and brainstorms, the finalized plans are accessible through Google Docs. Each week the plans are updated according to the standards as delegated by the District. Internally, since we are a Montessori School, we use manipulatives to supplement and teach certain benchmarks.

**Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Assessments are given and monitored, regularly, in all core areas. Once the data is uploaded and reviewed, teachers have the ability to see which students are in need of additional support. For example, in response, strategy groups are customized and created in order to satisfy the diverse needs of the children. Some examples may include using movement or songs to assist certain students, who need to absorb concepts, but have high energy. Another example may include using technology for visual and auditory learners. Instructional strategies for both ends of the spectrum include one-on-one support and small groups for differentiated instruction. This allows for teachers to understand students' individual needs and can cater to students learning modalities. Through Professional Development Days (PPD), and Team meetings teachers have an internal exchange of information to attain high standards and implement tools for successful learning.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**



**Strategy:** Summer Program

**Minutes added to school year:** 120,000

Summer Camp is designed for internal Spady students, and external students, to engage in themed activities each week, for 8 weeks from June to August. The camp runs from 8-3pm with available aftercare from 3-6pm. Camp is for ages 3-11 and groups are separated by grade levels.

**Strategy Rationale**

Spady's summer camp is a mixture of fun and real life experiences as they relate to learning. Field trips to science museums, Gumbo Limbo, Zoo, Lion Country Safari are all part of the learning experience and objectives.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Benn, Maxx, maxx.benn@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students enrolled each year and Parental feedback

**Strategy:** Weekend Program

**Minutes added to school year:**

NA

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

**Strategy: After School Program**

**Minutes added to school year: 44,640**

Aftercare Program has two types of schedules. One is part time care from 2:00-4:00 and the other is full time care from 2:00-6:00. The program is designed to give school students enriched care during after school hours

**Strategy Rationale**

In Aftercare, there are several programs available for enrichment. For example, dance, guitar, violin, sports, art, etc. There is also an academic hour that includes homework help, independent reading, math practice, V-Math, computer lab, and daily themed / seasonal read alouds.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Benn, Maxx, maxx.benn@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The extracurricular activities are monitored by attendance and participation. The academic work is monitored by physical records such as "Reading Logs" "Homework Checklists," and computer printouts of the progress.

**Strategy: Extended School Year**

**Minutes added to school year:**

NA

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

**Strategy:** Before School Program

**Minutes added to school year:** 11,160

Before Care is designed for working parents who need a safe and happy environment for their child ages 3-11. The program is from 6:45 to 7:45 am each school day.

**Strategy Rationale**

In Before Care, trained teachers have created a system that balances several enriched programs. This includes reading groups, computer practice, and homework assistance. With each child arriving at different times, there is individualized attention for the students.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Kunesh, Linda, linda.kunesh@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students have the ability to work independently or with assistance. In either case, work can be monitored by physical records such as "Reading Logs," "Homework Checklists," and computer printouts that demonstrate progress and growth.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Teachers will use the School-wide Positive Behavior Support lessons and universal matrix to teach incoming students the expectations of S. D. Spady Elementary School. The Montessori Magnet Co-coordinator, Angela Lord-Carsrud provides tours to new families and answers questions about the program. If needed our School Counselor, Maria Roberts, provides information and expectations on SwPBS. Students will be given the opportunity to visit lower and upper elementary classes prior to promotion to the next grade level. Teachers are proactive (ed-line, news letters, email) to make certain that children and parents understand the requirements, and more importantly the standards for processing critical thinking skills in the real world. S.D. Spady believes that every child can be successful through self-efficacy. Teachers, administration, peers, and community believe that with experience, modeling, and social interactions within the school environment we will support the incoming and outgoing peer groups of Spady.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Overarching goal Accountability and Alignment . Accountable for teaching standards and aligning with Montessori materials. Team planning every week to ensure that all grade levels are following District standards and benchmarks are being met. Teachers will meet to discuss teaching points and strategies that are being used everyday in individual classrooms.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Overarching goal Accountability and Alignment . Accountable for teaching standards and aligning with Montessori materials. Team planning every week to ensure that all grade levels are following District standards and benchmarks are being met. Teachers will meet to discuss teaching points and strategies that are being used everyday in individual classrooms. **1a**

G058870

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	77.0
FAA Science Proficiency	75.0
FAA Writing Proficiency	75.0
AMO Math - All Students	74.0

**Resources Available to Support the Goal** **2**

- 1.Using Learning Village effectively and understanding and unpacking the Standards
- 2. PDD (Professional Development Days)
- 3. Alignment FCCS (Florida Common Core Standards) & Montessori

**Targeted Barriers to Achieving the Goal** **3**

- Teachers have some difficulty navigating Learning Village website for relative information and understanding the standards. Because of these barriers, they may need additional training or support.
- The topics which are covered in a PDD must be relevant and support the current instructional implementation. There must also be "buy-in" from the staff when new or changing strategies must be applied. Change seems to be a common barrier.
- Lack of funding for specific training in the Montessori philosophy is a barrier to the alignment component. Time constraints are also barriers.

**Plan to Monitor Progress Toward G1.** **8**

PTA determines a monetary goal which is then hopefully accumulated during the event.

**Person Responsible**

Rona Tata

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Once the event concludes, PTA will tally the proceeds and notify SPADY using a Budget Report. In the past evidence, it has been demonstrated that there were not enough funds to cover training entirely, which poses as a continual barrier.

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Overarching goal Accountability and Alignment . Accountable for teaching standards and aligning with Montessori materials. Team planning every week to ensure that all grade levels are following District standards and benchmarks are being met. Teachers will meet to discuss teaching points and strategies that are being used everyday in individual classrooms. **1**

 G058870

**G1.B1** Teachers have some difficulty navigating Learning Village website for relative information and understanding the standards. Because of these barriers, they may need additional training or support. **2**

 B149892

**G1.B1.S1** Teachers will work collaboratively and ask question during planning and team meetings on how to navigate effectively in Learning Village. Common language will be used throughout the grades when instructing. Teachers will utilize modeling, guided practice, inquiry, explaining, rigor and differentiated instruction daily. During Learning Team Planning (LTP) teachers will unpack each standard. **4**

 S161753

### Strategy Rationale

Working together as a collective allows for effective team work and success. Unpacking each standard allows for teachers to understand the curriculum and the rigor needed for the success of the students.

### Action Step 1 **5**

Team planning will take place biweekly (extra if needed) Standards to be unpacked prior to LTP meetings and in conjunction with professional development workshops provided by the district staff.

#### Person Responsible

Rona Tata

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Sign-in sheets, Google Docs - planning, Standards that have been unpacked.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Agendas and sign-ins will be monitored for teacher attendance and participation after each session. Standards and planning documents reviewed.

**Person Responsible**

Rona Tata

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Sign-in sheets, Planning Documents, Teacher instruction, and Marzano observations

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

During team planning sessions, teachers will use peer collaboration and document planning sessions using Learning Village and Google Docs.

**Person Responsible**

Rona Tata

**Schedule**

Every 2 Months, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Teachers will learn to edit the planning documents and print the plans weekly which are checked by administration regularly.



**G1.B2** The topics which are covered in a PDD must be relevant and support the current instructional implementation. There must also be "buy-in" from the staff when new or changing strategies must be applied. Change seems to be a common barrier. 2

 B149893

**G1.B2.S1** Using the alignment component, we can implement Professional Development monthly to address the staff therefore using PDD opportunities to grow. The leaders of the meeting will present the goals to then be implemented by the instructional teachers. 4

 S161754

### **Strategy Rationale**

Our drop in school grade and scores in all core areas allows District and Administration to determine the needs of the instructional staff. Our chair for PD, Susan Hamer, will ensure that all instructional staff are meeting the requirements for continuing education. The evidence will be collected through minutes and reports for each meeting, including staff reflections or "exit tickets".

### **Action Step 1** 5

Teachers will attend and participate in Professional Development Days (PDD). Purpose for teachers to implement rigor in the classroom using explicit vocabulary instruction.

#### **Person Responsible**

Nancy Hodge

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Agenda, sign- in -sheets, e-learning management

### **Action Step 2** 5

Teachers will attend and participate in Professional Development Days (PDD). Introducing teachers to utilizing and unpacking the standards to inform instruction.

#### **Person Responsible**

Nancy Hodge

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Agenda, sign- in -sheets, e-learning management

### Action Step 3 5

Teachers will attend and participate in Professional Development Days (PDD). Teachers will develop an understanding of School-wide testing and assessment and math item specifications.

#### **Person Responsible**

Nancy Hodge

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Agenda, sign- in -sheets, e-learning management

### Action Step 4 5

Teachers will attend and participate in Professional Development Days (PDD)

#### **Person Responsible**

Nancy Hodge

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Agenda, sign- in -sheets,

### Action Step 5 5

Teachers will attend and participate in Professional Development Days (PDD). Teachers will be able to use the Item-Analysis form to drive instruction and better meet the instructional needs of their students- Loryn Lenartowicz. Develop an understanding of how to expand the 60 minute math block and how to support D.I. inside that block. - Seth Groveman.

#### **Person Responsible**

Nancy Hodge

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Agenda, sign- in -sheets, e-learning management

**Action Step 6** 5

Teachers will attend and participate in Professional Development Days (PDD). Teachers develop an understanding of: Report Card rubrics, Spady's Data trends and performances matters, data charts, and Safety.

**Person Responsible**

Nancy Hodge

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Agenda, sign- in -sheets,

**Action Step 7** 5

Teachers will attend and participate in Professional Development Days (PDD).

**Person Responsible**

Nancy Hodge

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Agenda, Sign-in-sheets

**Action Step 8** 5

Teachers will attend and participate in Professional Development Days (PDD).  
PP Presentation - FY2015 State of School Student achievement (Fall vs Winter)

**Person Responsible**

Rona Tata

**Schedule**

On 1/29/2015

***Evidence of Completion***

Agenda, Sign-in-sheets

**Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

Instructional review from Area 1 office will take place to ensure fidelity of implementation.

**Person Responsible**

Rona Tata

**Schedule**

Every 6 Weeks, from 9/16/2014 to 6/5/2015

***Evidence of Completion***

Lesson Plans, student work samples, item analysis, student conferring notes, data, assessments, and observational walkthroughs by the review team and administration.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Team leaders will be responsible for ensuring the instructional teachers are implementing what was learned during PDD.

**Person Responsible**

Rona Tata


**Schedule**

Biweekly, from 8/18/2014 to 6/6/2015

***Evidence of Completion***

Area 1 office and administration meetings with Team Leaders who will report on their observations and findings.

**G1.B2.S2** Our Administrators schedule regular appointments for Marzano Observations. This ensures that teachers are presenting material that is relevant to the standards, as dictated by the district. 4

 S161755

### Strategy Rationale

The teachers must submit a Professional Growth Plan (PGP) by September 30th, 2014, to show areas of needed growth which are direct reflections of their previous observational feedback statements.

### Action Step 1 5

Using Marzano Observations teachers will become aware of their self-efficacy and students' efficacy.

#### Person Responsible

Rona Tata

#### Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

IObservation Feedback, Marzano Observations in classrooms, Teachers' reflection-logs (If using), Professional Growth Plans.

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Instructional teachers schedule formal and informal observations which Administration monitors.

#### Person Responsible

Rona Tata

#### Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Administrators observe during classroom visits that students are grasping concepts and teachers are working to meet students' needs. Administrators observe that what was planned IS being taught using differentiated learning techniques.

## Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The evaluator will mark appropriately which items are hit on the various DQ's which are being observed.

### Person Responsible

Rona Tata

### Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015


### Evidence of Completion

Checklists by the evaluator, in IObservation allows the teacher to review, his or her performance during instruction.

**G1.B3** Lack of funding for specific training in the Montessori philosophy is a barrier to the alignment component. Time constraints are also barriers. 2

 B149894

**G1.B3.S1** Without proper funding, Instructional Teachers will not have the opportunity to become a trained and certified Montessori Teacher. 4

 S161756

### Strategy Rationale

Our school is a Magnet Program specifically designed as a Montessori Public School Environment. It is our goal to align the Montessori Philosophy and practices with the Florida Common Core Standards (FLCCS).

## Action Step 1 5

Spady will host an annual event which accumulates funds through an auction.

### Person Responsible

Kimberly VanSant

### Schedule

Annually, from 8/18/2014 to 6/5/2015

### Evidence of Completion

All proceeds from the event are documented in a Budget Report and go directly to Spady. Administration can utilize the proceeds at their discrepancy and may be used for teacher training fees.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

A committee for the PTA meets regularly to plan for the event.

**Person Responsible**

Kimberly VanSant

**Schedule**

Monthly, from 8/18/2014 to 12/1/2014

**Evidence of Completion**

PTA records minutes for their monthly meetings and demonstrates planning and implementation.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

PTA monitors and tallies the incoming donations.

**Person Responsible**

**Schedule**

Weekly, from 8/18/2014 to 11/7/2014

**Evidence of Completion**

Record sheets are collected with donations and values are determined by the donor.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Team planning will take place biweekly (extra if needed) Standards to be unpacked prior to LTP meetings and in conjunction with professional development workshops provided by the district staff.	Tata, Rona	8/18/2014	Sign-in sheets, Google Docs - planning, Standards that have been unpacked.	6/5/2015 weekly
G1.B2.S1.A1	Teachers will attend and participate in Professional Development Days (PDD). Purpose for teachers to implement rigor in the classroom using explicit vocabulary instruction.	Hodge, Nancy	8/18/2014	Agenda, sign- in -sheets, e-learning management	6/5/2015 monthly
G1.B2.S2.A1	Using Marzano Observations teachers will become aware of their self-efficacy and students' efficacy.	Tata, Rona	8/18/2014	IObservation Feedback, Marzano Observations in classrooms, Teachers' reflection-logs (If using), Professional Growth Plans.	6/5/2015 every-6-weeks
G1.B3.S1.A1	Spady will host an annual event which accumulates funds through an auction.	VanSant, Kimberly	8/18/2014	All proceeds from the event are documented in a Budget Report and	6/5/2015 annually

**Palm Beach - 0881 - S. D. Spady Elementary School - 2014-15 SIP**  
*S. D. Spady Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				go directly to Spady. Administration can utilize the proceeds at their discrepancy and may be used for teacher training fees.	
G1.B2.S1.A2	Teachers will attend and participate in Professional Development Days (PDD). Introducing teachers to utilizing and unpacking the standards to inform instruction.	Hodge, Nancy	8/18/2014	Agenda, sign- in -sheets, e-learning management	6/5/2015 monthly
G1.B2.S1.A3	Teachers will attend and participate in Professional Development Days (PDD). Teachers will develop an understanding of School-wide testing and assessment and math item specifications.	Hodge, Nancy	8/18/2014	Agenda, sign- in -sheets, e-learning management	6/5/2015 monthly
G1.B2.S1.A4	Teachers will attend and participate in Professional Development Days (PDD)	Hodge, Nancy	8/18/2014	Agenda, sign- in -sheets,	6/5/2015 monthly
G1.B2.S1.A5	Teachers will attend and participate in Professional Development Days (PDD). Teachers will be able to use the Item-Analysis form to drive instruction and better meet the instructional needs of their students-Loryn Lenartowicz. Develop an understanding of how to expand the 60 minute math block and how to support D.I. inside that block. - Seth Groveman.	Hodge, Nancy	8/18/2014	Agenda, sign- in -sheets, e-learning management	6/5/2015 monthly
G1.B2.S1.A6	Teachers will attend and participate in Professional Development Days (PDD). Teachers develop an understanding of: Report Card rubrics, Spady's Data trends and performances matters, data charts, and Safety.	Hodge, Nancy	8/18/2014	Agenda, sign- in -sheets,	6/5/2015 monthly
G1.B2.S1.A7	Teachers will attend and participate in Professional Development Days (PDD).	Hodge, Nancy	8/18/2014	Agenda, Sign-in-sheets	6/5/2015 monthly
G1.B2.S1.A8	Teachers will attend and participate in Professional Development Days (PDD). PP Presentation - FY2015 State of School Student achievement (Fall vs Winter)	Tata, Rona	1/29/2015	Agenda, Sign-in-sheets	1/29/2015 one-time
G1.MA1	PTA determines a monetary goal which is then hopefully accumulated during the event.	Tata, Rona	9/8/2014	Once the event concludes, PTA will tally the proceeds and notify SPADY using a Budget Report. In the past evidence, it has been demonstrated that there were not enough funds to cover training entirely, which poses as a continual barrier.	6/5/2015 monthly
G1.B1.S1.MA1	During team planning sessions, teachers will use peer collaboration and document planning sessions using Learning Village and Google Docs.	Tata, Rona	8/18/2014	Teachers will learn to edit the planning documents and print the plans weekly which are checked by administration regularly.	6/5/2015 every-2-months
G1.B1.S1.MA1	Agendas and sign-ins will be monitored for teacher attendance and participation after each session. Standards and planning documents reviewed.	Tata, Rona	8/18/2014	Sign-in sheets, Planning Documents, Teacher instruction, and Marzano observations	6/5/2015 weekly
G1.B2.S1.MA1	Team leaders will be responsible for ensuring the instructional teachers are implementing what was learned during PDD.	Tata, Rona	8/18/2014	Area 1 office and administration meetings with Team Leaders who will report on their observations and findings.	6/6/2015 biweekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Instructional review from Area 1 office will take place to ensure fidelity of implementation.	Tata, Rona	9/16/2014	Lesson Plans, student work samples, item analysis, student conferring notes, data, assessments, and observational walkthroughs by the review team and administration.	6/5/2015 every-6-weeks
G1.B3.S1.MA1	PTA monitors and tallies the incoming donations.		8/18/2014	Record sheets are collected with donations and values are determined by the donor.	11/7/2014 weekly
G1.B3.S1.MA1	A committee for the PTA meets regularly to plan for the event.	VanSant, Kimberly	8/18/2014	PTA records minutes for their monthly meetings and demonstrates planning and implementation.	12/1/2014 monthly
G1.B2.S2.MA1	The evaluator will mark appropriately which items are hit on the various DQ's which are being observed.	Tata, Rona	8/18/2014	Checklists by the evaluator, in IObservation allows the teacher to review, his or her performance during instruction.	6/5/2015 every-6-weeks
G1.B2.S2.MA1	Instructional teachers schedule formal and informal observations which Administration monitors.	Tata, Rona	8/18/2014	Administrators observe during classroom visits that students are grasping concepts and teachers are working to meet students' needs. Administrators observe that what was planned IS being taught using differentiated learning techniques.	6/5/2015 every-6-weeks

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Overarching goal Accountability and Alignment . Accountable for teaching standards and aligning with Montessori materials. Team planning every week to ensure that all grade levels are following District standards and benchmarks are being met. Teachers will meet to discuss teaching points and strategies that are being used everyday in individual classrooms.

**G1.B1** Teachers have some difficulty navigating Learning Village website for relative information and understanding the standards. Because of these barriers, they may need additional training or support.

**G1.B1.S1** Teachers will work collaboratively and ask question during planning and team meetings on how to navigate effectively in Learning Village. Common language will be used throughout the grades when instructing. Teachers will utilize modeling, guided practice, inquiry, explaining, rigor and differentiated instruction daily. During Learning Team Planning (LTP) teachers will unpack each standard.

### **PD Opportunity 1**

Team planning will take place biweekly (extra if needed) Standards to be unpacked prior to LTP meetings and in conjunction with professional development workshops provided by the district staff.

#### **Facilitator**

District Facilitator

#### **Participants**

K - 5 Teachers

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**G1.B2** The topics which are covered in a PDD must be relevant and support the current instructional implementation. There must also be "buy-in" from the staff when new or changing strategies must be applied. Change seems to be a common barrier.

**G1.B2.S1** Using the alignment component, we can implement Professional Development monthly to address the staff therefore using PDD opportunities to grow. The leaders of the meeting will present the goals to then be implemented by the instructional teachers.

### **PD Opportunity 1**

Teachers will attend and participate in Professional Development Days (PDD). Purpose for teachers to implement rigor in the classroom using explicit vocabulary instruction.

#### **Facilitator**

Susan Hamer - PDD Chair August 28th, 2014 - Marissa Kingham - Area 1 - Literacy Specialist

#### **Participants**

All staff Kindergarten - grade 5

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

### **PD Opportunity 2**

Teachers will attend and participate in Professional Development Days (PDD). Introducing teachers to utilizing and unpacking the standards to inform instruction.

#### **Facilitator**

Susan Hamer - PDD Chair August 28th, 2014 - Danielle Rothman - Area 1 Specialist

#### **Participants**

All staff Kindergarten - grade 5

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

### **PD Opportunity 3**

Teachers will attend and participate in Professional Development Days (PDD). Teachers will develop an understanding of School-wide testing and assessment and math item specifications.

#### **Facilitator**

Susan Hamer - PDD Chair September 18, 2014 - Susan Hamer, Melissa Antonelli, Donna Jean Morrison, Mazen Salah, and Susan Jones.

#### **Participants**

All staff Kindergarten - grade 5

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

### **PD Opportunity 4**

Teachers will attend and participate in Professional Development Days (PDD)

#### **Facilitator**

Susan Hamer - PDD Chair September 22, 2014 - Seth Groveman - Area 1 Math

#### **Participants**

All staff - Kindergarten - grade 5

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

### **PD Opportunity 5**

Teachers will attend and participate in Professional Development Days (PDD). Teachers will be able to use the Item-Analysis form to drive instruction and better meet the instructional needs of their students- Loryn Lenartowicz. Develop an understanding of how to expand the 60 minute math block and how to support D.I. inside that block. - Seth Groveman.

#### **Facilitator**

Susan Hamer - PDD Chair Presented by SDPBC Elementary Math Curriculum - Loryn Lenartowicz and Seth Groveman Area 1 Math. October 9th, 2014

#### **Participants**

All staff - Kindergarten - grade 5

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

### **PD Opportunity 6**

Teachers will attend and participate in Professional Development Days (PDD). Teachers develop an understanding of: Report Card rubrics, Spady's Data trends and performances matters, data charts, and Safety.

#### **Facilitator**

Susan Hamer - PDD Chair Presented by Trainer Paula Joseph and David Daley - October 20th, 2014

#### **Participants**

All staff - Kindergarten - grade 5

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

### **PD Opportunity 7**

Teachers will attend and participate in Professional Development Days (PDD).

#### **Facilitator**

Susan Hamer - PDD Chair

#### **Participants**

All Staff - Kindergarten - Grade 5

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0