S. D. Spady Elementary School

2017-18 Schoolwide Improvement Plan

S. D. Spady Elementary School

901 NW 3RD ST, Delray Beach, FL 33444

https://sdse.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in <u>section 1008.33, Florida Statutes,</u> is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for S. D. Spady Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The S.D. Spady community, through the Montessori approach, is committed to working together to provide a world-class education that is safe, nurturing and challenging for all while ensuring academic excellence and promoting healthy, lifelong learners.

b. Provide the school's vision statement.

The dynamic collaborative multicultural community of S.D. Spady Montessori Magnet school including parents, staff, and students who 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 Florida State Standards. It is our focus to ensure that our resources benefit our students' growth in all areas Language Arts (Reading and Writing), Mathematics, Science and Social Studies. 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 ensure every child be successful in the "real world."

2. School Environment

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

S.D. Spady operates under a Single School Culture © where the Montessori philosophy is: academics and behavior are inextricably intertwined. The social and emotional needs of our students are nurtured in a way that creates an environment for maximum learning. Systems are in place to ensure that relationship building is a clear priority. The Montessori philosophy is shared with our stakeholders in the beginning of the year through our School Advisory Committee and with our students through our Positive Behavior Support meetings and Montessori philosophy night. Our school operates under a School-wide Positive Behavior Support model which encourages students to increase positive behavior, to increase positive student relationships, to foster multicultural awareness, and to foster overall climate of the school.

The Spady Montessori classroom has a unique and rich cultural curriculum. Dr. Maria Montessori passionately declared 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 of people throughout the world, the child builds awareness of the world around him or her. The diversity of our families and staff, in conjunction with the cultural materials, helps our students develop a respect for all people. 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 people and cultures. S.D. Spady's School-wide Behavior matrix is aligned with the Montessori methodology of teaching, where teachers along with students will jointly review classroom behavioral expectations that are in line with the school wide behavior matrix.

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

• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts)

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Principles of Agriculture
• Effects of alcohol and narcotics
• Kindness to animals
• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance;and cooperation.

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

b. 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 are committed to providing our students with a challenging Montessori environment as well as a safe and nurturing community. We use the Pillars of Effective Instruction to lead our instructional choices that support our students academically. All students are:
1. Collaborating in a student-centered, personalized environment. In this setting our Montessori students take ownership of their learning through voice and choice in order to show mastery of standards. The classroom environment uses multiple strategies incorporating space and technology to maximize students growth and potential.
2. Empowered and supported through high expectations to be college and career ready. Even at the elementary level we are dedicated to providing our students with a strong foundation for future growth. Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students also have access to various support systems that provided safety and security. It is vital that our students feel safe, supported, and cared for by the peers, adults and the broader community.

It is vital that we work together as a team to create a warm and supportive atmosphere for the students and 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 (SwPBS) is our school district's 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). At the beginning of the school year the school principal meets with each grade level to articulate and review the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school. In addition, the teachers and staff will continue to teach and demonstrate the specific practices and expectations based on our SwPBS Universal Guidelines. During staff meetings our Positive Behavior Team, will role model specific strategies and methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior in the classroom.

All stakeholders are informed about our universal guidelines for behavior expectations and our policies on bullying and harassment; Information on all District and State Policies on Bullying Prevention may be found at www.palmbeachschools.org/safeschools/Bullying-Policies.asp. S.D. Spady is active with the local law enforcement 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. Any student not arriving for morning care will 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 and the front office 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 and an email to 0881dismissal@palmbeachschools.org. Spady has files in the school office and in our SIS program 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 released during school 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. For walkers and Pompey Park, 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.

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 overall safety and climate of the school is always being monitored through administrators, teachers, custodians, and Spady families.

c. 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.

Our school has a universal phrase and hand signal that are helpful in all areas of our school. SOAR, which stands for Safety, Ownership, Attitude, and Respect is utilized campus-wide from Pre-K to 5th grade. A Matrix was developed that speaks to each of these within the classroom, hallways, cafeteria, restrooms, playground, assemblies, and the bus. At the beginning of the year, a week-long lesson plan was provided to all staff to introduce and remind students of the rules for these areas.

Our universal hand signal the SOAR symbol is utilized not only in the classroom but for settings where many students are present, such as an assembly. It is our quick and efficient system to instantly get everyone's attention so that directions can be given.

In addition to all classrooms receiving and teaching a copy of the SOAR matrix, teachers are instructed and presented with paperwork to help them remember the behaviors that are considered "major or minor". Teachers worked on this list collectively a few years ago, but a copy is available every year. It is a reminder of which student behaviors are severe enough to involve administration and which should try to be solved in the classroom.

For minor behaviors various steps are taken. Students are reminded with a variety of positive language, what behaviors are needed in certain circumstances. For instance, "I notice that you ran down the hallway, which is not a safe behavior. I need you to remember to walk. Can you show me right now, how you walk down the hallway instead."

When there is a repeat of minor behaviors teachers begin to record on a 3 piece form the various steps they have taken to re-educate a student on the appropriate course of action. The same behavior can be documented three separate times as outlined below.

1. Reminder or re-teaching of rule. This step involves the student and teacher.
2. Providing alternative behaviors, teaching peace techniques, a problem-solving form in which students write to their parents letting them know what they did today that did not align with school rules. They continue by writing how they will handle the situation better in the future with ideas (help is provided by the teacher). This step involves the student, teacher and parents.
3. A referral. This step involves the student, teacher, parents and administration.

d. 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.

Dr. Knight our School Counselor also provides a well developed program that supports the social-emotional needs of our children at Spady. Dr. Knight co-facilitates a Grandparents Raising Grandchildren group at our school date and time to be determined. This has proven to be a very supportive group for our grandparents. Dr. Knight also organizes play-groups where children benefit from a play group for socialization. The groups include topics such as social skills, study skills, grief,

stress, and changing families.

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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

N/A for elementary school confirmed

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Not for elementary confirmed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Teachers communicate with parents via email, phone calls, Friday Red Folders, and on social media 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. Teachers will notify parents of academic proficiency levels, attendance rates and provide strategies for parents to help their children at home.
- Positive notes, letters, and phone calls home when applicable.
- Open the Parent Resource Room daily with access to parenting materials, computers, internet and notify parents of the opportunity to utilize.
- Provide Montessori Philosophy night, Open House, Grandparents as Parents Workshop, and English for Speakers of Other Languages (ESOL) meetings.
- Provide notices to parents in various languages using Ed-line and Parent Link.
- Recruit parents to attend SAC and ESOL meetings and provide child care during meetings so that parents can help to plan strategies,facilitate 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 second trimester, when students present their portfolio of work to their parents.
Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)
- Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.
- BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

2. 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. One way is with banners that are fasten on to Spady's fence. S.D Spady and the PTA create a business partner liaison that reaches out to local community agencies such as Jordan Michael Design, Glick Family Funeral Home, , and Spady Cultural Heritage Museum. A partnership plan is shared with our business partners. Business/Community agencies have an opportunity, through the PTA, to become a bronze, silver, or gold partner. Business partners and local communities agencies provide many resources on a school wide and individual base need. 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 about the benefits of reading.

C. Effective Leadership

1. School Leadership Team

a. 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	School Counselor
Danca, Karen	Teacher, ESE
Bast, Robin	Psychologist
Hodge, Nancy	Instructional Coach
Vollman, Sarah	Administrative Support
Antonelli, Melissa	Administrative Support
Borello, Andrea	Teacher, K-12
Silverman, Sarah	Teacher, K-12
Kunesh, Linda	Teacher, K-12
haring, Chelsea	Teacher, K-12
Drummond, Suzanne	Teacher, K-12
Campbell, Shandreya	Teacher, K-12
Gallo, Leslie	Teacher, K-12

b. Duties

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

The school-based Multi-Tiered System of Supports (MTSS) Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE contact, ESOL contact, school psychologist, classroom teachers, guidance counselor, Speech Language Pathologist, and Montessori coordinators.
MTSS allows for the following:

Early intervention to address the learning and behavioral needs of children, which, if effective, will reduce the need to label these children as being learning disabled, language impaired, or emotional/behavioral disordered.
A response to intervention approach to assist in determining who should be considered for Exceptional Student Education (ESE)

Students should not be considered for ESE if their problems are due to "lack of appropriate instruction in reading, including the essential components of reading instruction, instruction in math, or limited English proficiency."

Prior to or as part of the referral process, the child was provided appropriate high-quality, research based instruction, and "data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, was provided to the child's parent(s)/guardian(s)."

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 the problem solving team for individual students who are having academic and/or behavioral issues. The School Based Team will facilitate the problem solving

process for any student with rigor and fidelity. Students with IEPs who are in need of explicit interventions requiring services above what "at-risk" students in general education need will to have their problem solving and response to intervention facilitated through the Child Study Team. Response to Intervention (RTI) is the fourth step in the problem solving process. When S.D. Spady's SBT incorporates the RTI process the following Multi-Tiered System of Supports are followed: problem identification, research/evidence-based interventions, and school-wide, classroom, group and or individual support. The SBT monitors the intervention progress and gathers data to determine child responsiveness and that the interventions are implemented with fidelity.

The principal is responsible for monitoring the fidelity of the MTSS/RTI process. All members of the team may provide professional development to the staff in reference to effective interventions, using Dynamic Measurement Groups, Dibels Next assessments to progress monitor the effectiveness of the interventions and graphing and analyzing student data.

The School Based Team Leader Contact: The ESE contact will actively participate in the SBT/RTI meetings. The ESE contact will be responsible for parent notifications during the process. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. Student data will be collected and analyzed to see if students are responding to the intervention.

The ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL support to create goals and interventions for individual ELL students.

The School Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation , and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, program evaluation, and facilitating data based decision making activities.

The Guidance Counselor/ Learning Team Facilitator (LTF): The guidance counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. She will also be responsible for tracking school based team referrals. The guidance counselor will also provide social and behavioral interventions, track and monitor their progress. The guidance counselor will also provide ongoing professional development in Positive Behavior Interventions & Supports (PBI&S) and meet with individual teachers to help create appropriate interventions for individual students.

Speech Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The speech pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students.

2. 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.

School principal with direction from district personal, school psychologist and team members chooses appropriate, research based materials and resources.

School principal uses funds that are available to support acquisition of materials, sometimes using extra funds carried over from previous year fundraisers. Inventory is kept in office storage space and

maintained by the principal and assistant principal. The School Based Team (SBT) facilitates appropriate distribution of materials.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Rona Tata	Principal
Raiko Knight	Business/Community
Angelica Rios	Education Support Employee
Melissa Antonelli	Teacher
Amanda Roy	Parent
Ilysia Shattuck	Parent
Cassandra Cabrera	Parent
Crstyal Washington	Parent
Erika Villalobos	Parent
Jennifer Zoole	Parent
Kelly White	Parent
Michelle Spierto	Parent
Natasha Ahles	Parent
Sara Trainor	Parent
Tabitha Stambaugh	Parent
Tiffany Hanlon	Parent
Velvet Chong	Parent
Rhonda Diccicco	Business/Community
Denise J. Lopez Salazar	Parent
Frantzi Hyacinthe	Parent
Regina Cabadaidis	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC and Spady Leadership Team reviewed school data at the end of the 2016-2017 school year as well as 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.

b. Development of this school improvement plan

S.D Spady's overarching goal is to achieve 75% of third grade students reading on or above grade level proficiency. The SAC, teachers, parents and other community members were involved in the evaluation of school performance data and preparation of the school's improvement plan.

Our goal for the School Improvement Plan is to use measurable objectives such as but not limited to iReady Diagnostic data, district diagnostics, EDW reports and Florida Standards Assessment (FSA). The information gathered will allow for the implementation of a complete plan using all school resources.

c. Preparation of the school's annual budget and plan

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

The School Improvement funds are for the purpose of enhancing school performance and providing our students with additional support facilitation. The SAC will review and approve expenditures for programs or projects presented to the council, that will aide in achieving our SIP goal.

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

The SAC funds ($4,426) will be used to enhance the curriculum in reading and math. Last years funds were used to fund the purchase of materials, registration fees for training's, 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Tata, Rona	Principal
Danca, Karen	Teacher, ESE
Salah, Mazen	Assistant Principal
Kaser, Kerry	Other
Vollman, Sarah	Teacher, K-12
Antonelli, Melissa	Administrative Support
Bast, Robin	Psychologist
Knight, Raiko	School Counselor
Hodge, Nancy	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. Our team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and administration. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials. Throughout the year, the literacy team also evaluates the implementation of the district literacy initiatives. This team will brainstorm suggestions and ideas to enhance the current implementation.

The Literacy Leadership Team also will 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
- Leveled Literacy Instruction (LLI)
- Word Wise
- Continuum Studies
- iReady Instruction
- Implementation of the pillars of effective instruction- standards, personalized, high expectations, engaged

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

At S.D. Spady, positive collaborative relationships with teachers is encouraged through a weekly 90 minute Professional Learning Community (PLC's). The master schedule has been designed to allow

teachers the time needed to meet and collaborate about curriculum, instruction, delivery and methods. Each grade level meets weekly to plan for the up-coming week of lessons, review data, form strategy groups and collaborate. To use time efficiently, Google docs is being used to track and monitor the lessons, standards and teaching points.Teachers also use this time to focus on the students' academic needs and how to assess those needs. Student improvement is continually monitored and modified as needed based on the collaboration from the group. Collaboration happens between the general education teachers and when applicable the special education teachers and related service providers.

There is positive working relationships as all grade levels work together, team leaders meet to discuss requirements for the following year by conducting vertical meetings. 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.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction

2. 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 Coordinators). Regular meetings are scheduled for teachers new to the school with the Assistant Principal and the Montessori Coordinators. 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 Coordinators) as well as continued dialogue with the American Montessori Society, the Public School Montessorian and Montessori Teacher Training Centers to recruit quality certified teachers (Principal).

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

The mentor and mentee relationship is ongoing. The support is provided by a veteran teacher who can assist in the development of the mentee. They also meet in PLC settings 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 Montessori Coordinators regularly schedules new teachers support by providing materials and training relevant to the philosophy of the school.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 his/her 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 manipulative materials to supplement and teach certain benchmarks. Google Docs is a live document and is manipulated and adjusted by each teacher daily given the specific needs of their students. In addition our school will utilize the scheduled professional development during the 1 PD day to support the strategies needed. Due to hurricane Irma the district had to use some of our PD days to make up instructional days. The PD Team will work with administration and utilize PLC meetings, Faculty meetings and other opportunities to provide the staff with necessary PD resources. This year, the PLC's focus will be the implementation of the districts "Pillars of Effective Instruction".

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

The implementation of this first pillar will be supported with iReady lesson tailored to the needs of each student.

b. Instructional Strategies

1. 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Assessments are given and monitored, regularly, in all core areas. Once the data is uploaded and/or reviewed, teachers have the ability to see which students are in need of additional support. Assessments include: iReady Diagnostics given three times a year in math and reading, Reading Running Records, unit assessments in all subject areas, Palm Beach Performance Assessments for writing, and Florida Standards Assessments given once a year which vary by grade level.

Through Professional Development Days (PPD) and Team meetings (PLC), teachers have an internal exchange of information to attain high standards and implement tools for successful learning. Due to the change in PD scheduled days the PD Team and the administration will work on alternative dates to provide teachers and staff with necessary training opportunities.

2. 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: After School Program

Minutes added to school year: 3,600

Based on the results of state FSA assessments, students who need remediation in reading will be provided with a tutoring experience 4x a week as necessary.

Strategy Rationale

Students will benefit from the additional LLI intensive reading program to support and strengthen their reading skills, ultimately to increase their reading performance on state and district assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Kaser, Kerry, kerry.kaser@palmbeachschools.org

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

LLI assessments

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 children age 3-11. The program is from 6:45-7:45 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. Since each child arrives at a different time, there is individualized attention for students.

Strategy Purpose(s)

- Enrichment

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. The academic work is monitored by physical records such as, "reading logs", "homework checklists", "iready reports".

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 eight 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)

- Enrichment

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: 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 pm and the other is full time care from 2:00-6:00 p,. 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 and reteaching. There is also an academic hour that incorporates homework help, independent reading, math and iReady support.

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", "iready reports".

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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-coordinators, Melissa Antonelli and Sarah Vollman provide tours to new families and answers questions about the program. If needed our School Counselor, Dr. Knight, 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, newsletters, email, social media) 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 the community believe that with experience, modeling, and social interactions within the school environment we will support the incoming and outgoing peer groups of Spady.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.   If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. [1a]

🔍 G094867

Targets Supported [1b]

Indicator	Annual Target
FSA ELA Achievement - Grade 3	94.0
FSA ELA Achievement - Grade 3	75.0
FSA ELA Achievement	73.0

Targeted Barriers to Achieving the Goal [3]

- We experience difficulties in finding the adequate time to develop standards based lessons that integrate supports to ensure all students are able to master the concepts being taught and to identify the resources that can be used at home and provide parents access and overviews.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- 1. School Based Team, School Leadership, and School Advisory Council

- 2. PDD (Professional Development Days) and workshops

- 3. Alignnment with Florida Standards & Montessori Material and Methods

Plan to Monitor Progress Toward G1. [8]

Review and monitor the students progress by analyzing EDW reports, I-Ready Reading reports, and district assessments.

Person Responsible
Rona Tata

Schedule
Every 6 Weeks, from 12/4/2017 to 6/1/2018

Evidence of Completion
EDW reports, I-Ready Reading reports and district assessments, Completed Mid-Year Reflection

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

🔑 G094867

G1.B1 We experience difficulties in finding the adequate time to develop standards based lessons that integrate supports to ensure all students are able to master the concepts being taught and to identify the resources that can be used at home and provide parents access and overviews. 2

🔑 B255192

G1.B1.S1 Teacher's will be provided additional training and support in order to understand the Pillars of Effective Instruction and new district initiatives. 4

🔑 S269654

Strategy Rationale

Teacher's need to deepen their knowledge of the pillars through a variety of means: PLC meetings, PDD, internal coaching etc.

Action Step 1 5

Staff SIS training will insure teachers are equipped with the ability to identify student needs, SBT information, demographics, attendance and all relevant information to collect, monitor and implement appropriate interventions.

Person Responsible

Raiko Knight

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

SIS Training artifacts including system reports and SBT agendas.

Action Step 2 5

Teachers will be supported in unpacking standards during PLC time to ensure their designing standards based lessons.

Person Responsible

Melissa Antonelli

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Google docs depicting lesson plans and complex tasks assigned to students by grade level.

Action Step 3 `5`

Teachers will have opportunities during PLC time to collaborate and develop appropriate differentiated instruction plans for classroom use to ensure they are meeting the needs of all students.

Person Responsible

Rona Tata

Schedule

On 6/1/2018

Evidence of Completion

Google docs, teacher lesson plan books and small group interventions.

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

Leadership team will participate in PLC and SBT meetings

Person Responsible

Rona Tata

Schedule

Biweekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

PLC and SBT agendas

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

Person Responsible

Schedule

Evidence of Completion

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

Administrators will analyze formative assessment data and conduct instructional rounds to ensure student needs are being met and teacher effectiveness is improving.

Person Responsible

Rona Tata

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

FSQ, USA assessment data and instructional round notes.

G1.B1.S2 Communication and organization between teachers and parents needs strengthened. 4

🔍 S269655

Strategy Rationale

The resources at the school level for reading need to be presented to the parents in a way that makes them manageable and feasible to implement at home.

Action Step 1 5

The organization of student resources that will support reading performance.

Person Responsible

Melissa Antonelli

Schedule

On 6/1/2018

Evidence of Completion

A list of reading resources will be compiled. The resources will be evaluated and a determination will be made in regards to the resources that will be shared with parents for at home use. In addition if extra training or explanations are necessary a plan will be put in place.

Action Step 2 5

Facilitate the distribution of the available resources to parents.

Person Responsible

Rona Tata

Schedule

Monthly, from 10/6/2017 to 6/1/2018

Evidence of Completion

Any communication with parents via email, Friday Folder's or social media will be used.

Action Step 3 `5`

Provide parents overviews, training's and/or explanations of reading resources.

Person Responsible

Raiko Knight

Schedule

Biweekly, from 10/6/2017 to 6/1/2018

Evidence of Completion

Teachers and staff will provide this information on an as needed basis. We will collect any documents from training's, power points and/or handouts.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

The instructional leadership team will meet on an ongoing basis to evaluate the communication of resources being used. They will adjust, alter, or change any communication between parents as necessary.

Person Responsible

Sarah Vollman

Schedule

Biweekly, from 10/6/2017 to 6/1/2018

Evidence of Completion

The Montessori Coordinators will collect and maintain all documents regarding communications with parents.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Teachers and staff will be supported in explaining and communicating reading resources to parents. The Montessori Coordinators with adjust any communication methods to support those teachers and parents as needed.

Person Responsible

Sarah Vollman

Schedule

Biweekly, from 9/29/2017 to 6/1/2018

Evidence of Completion

Power points, emails, agendas, meeting notes, and social media updates.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1 M385006	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M385017	Review and monitor the students progress by analyzing EDW reports, I-Ready Reading reports, and...	Tata, Rona	12/4/2017	EDW reports, I-Ready Reading reports and district assessments, Completed Mid-Year Reflection	6/1/2018 every-6-weeks
G1.B1.S1.MA1 M385007	Administrators will analyze formative assessment data and conduct instructional rounds to ensure...	Tata, Rona	10/2/2017	FSQ, USA assessment data and instructional round notes.	6/1/2018 monthly
G1.B1.S1.MA1 M385008	Leadership team will participate in PLC and SBT meetings	Tata, Rona	9/18/2017	PLC and SBT agendas	6/1/2018 biweekly
G1.B1.S1.A1 A360282	Staff SIS training will insure teachers are equipped with the ability to identify student needs,...	Knight, Raiko	9/18/2017	SIS Training artifacts including system reports and SBT agendas.	6/1/2018 monthly
G1.B1.S1.A2 A360283	Teachers will be supported in unpacking standards during PLC time to ensure their designing...	Antonelli, Melissa	9/18/2017	Google docs depicting lesson plans and complex tasks assigned to students by grade level.	6/1/2018 weekly
G1.B1.S1.A3 A360284	Teachers will have opportunities during PLC time to collaborate and develop appropriate...	Tata, Rona	9/18/2017	Google docs, teacher lesson plan books and small group interventions.	6/1/2018 one-time
G1.B1.S2.MA1 M385009	Teachers and staff will be supported in explaining and communicating reading resources to parents....	Vollman, Sarah	9/29/2017	Power points, emails, agendas, meeting notes, and social media updates.	6/1/2018 biweekly
G1.B1.S2.MA1 M385010	The instructional leadership team will meet on an ongoing basis to evaluate the communication of...	Vollman, Sarah	10/6/2017	The Montessori Coordinators will collect and maintain all documents regarding communications with parents.	6/1/2018 biweekly
G1.B1.S2.A1 A360285	The organization of student resources that will support reading performance.	Antonelli, Melissa	10/6/2017	A list of reading resources will be compiled. The resources will be evaluated and a determination will be made in regards to the resources that will be shared with parents for at home use. In addition if extra training or explanations are necessary a plan will be put in place.	6/1/2018 one-time
G1.B1.S2.A2 A360286	Facilitate the distribution of the available resources to parents.	Tata, Rona	10/6/2017	Any communication with parents via email, Friday Folder's or social media will be used.	6/1/2018 monthly
G1.B1.S2.A3 A360287	Provide parents overviews, training's and/or explanations of reading resources.	Knight, Raiko	10/6/2017	Teachers and staff will provide this information on an as needed basis. We will collect any documents from training's, power points and/or handouts.	6/1/2018 biweekly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B1 We experience difficulties in finding the adequate time to develop standards based lessons that integrate supports to ensure all students are able to master the concepts being taught and to identify the resources that can be used at home and provide parents access and overviews.

G1.B1.S1 Teacher's will be provided additional training and support in order to understand the Pillars of Effective Instruction and new district initiatives.

PD Opportunity 1

Staff SIS training will insure teachers are equipped with the ability to identify student needs, SBT information, demographics, attendance and all relevant information to collect, monitor and implement appropriate interventions.

Facilitator

Raiko Knight

Participants

All Instructional Staff

Schedule

Monthly, from 9/18/2017 to 6/1/2018

PD Opportunity 2

Teachers will be supported in unpacking standards during PLC time to ensure their designing standards based lessons.

Facilitator

Team Leaders

Participants

Instructional staff

Schedule

Weekly, from 9/18/2017 to 6/1/2018

PD Opportunity 3

Teachers will have opportunities during PLC time to collaborate and develop appropriate differentiated instruction plans for classroom use to ensure they are meeting the needs of all students.

Facilitator

Team Leaders

Participants

Instructional staff

Schedule

On 6/1/2018

G1.B1.S2 Communication and organization between teachers and parents needs strengthened.

PD Opportunity 1

Facilitate the distribution of the available resources to parents.

Facilitator

The PD Team

Participants

Teachers

Schedule

Monthly, from 10/6/2017 to 6/1/2018

PD Opportunity 2

Provide parents overviews, training's and/or explanations of reading resources.

Facilitator

The PD Team

Participants

Parents

Schedule

Biweekly, from 10/6/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Staff SIS training will insure teachers are equipped with the ability to identify student needs, SBT information, demographics, attendance and all relevant information to collect, monitor and implement appropriate interventions.**	$0.00
2	G1.B1.S1.A2	**Teachers will be supported in unpacking standards during PLC time to ensure their designing standards based lessons.**	$0.00
3	G1.B1.S1.A3	**Teachers will have opportunities during PLC time to collaborate and develop appropriate differentiated instruction plans for classroom use to ensure they are meeting the needs of all students.**	$0.00
4	G1.B1.S2.A1	**The organization of student resources that will support reading performance.**	$0.00
5	G1.B1.S2.A2	**Facilitate the distribution of the available resources to parents.**	$0.00
6	G1.B1.S2.A3	**Provide parents overviews, training's and/or explanations of reading resources.**	$0.00
		Total:	$0.00