

The School District of Palm Beach County

S. D. Spady Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	14

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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 world-class education that is safe, nurturing and challenging for all while ensuring academic excellence and promoting healthy, lifelong learners.

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 curriculum 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."

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	School Counselor
Danca, Karen	Teacher, ESE
Bast, Robin	Psychologist
Hodge, Nancy	Instructional Coach
Vollman, Sarah	Administrative Support
Antonelli, Melissa	Administrative Support
Kunesh, Linda	Teacher, K-12
Drummond, Suzanne	Teacher, K-12
Gallo, Leslie	Teacher, K-12
Taylor, Jackie	Teacher, PreK
Cabadaidis, Regina	Teacher, K-12

Duties

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

Rona Tata - Principal
 Mazen Salah - Assistant Principal
 Raiko Knight - School Guidance Counselor
 Karen Danca - ESE Contact Person
 Robin Bast - School Psychologist
 Nancy Hodge - ESOL Instructional Coach
 Sarah Vollman - Montessori Coordinator and Fourth Grade Team Leader
 Melissa Antonelli - Montessori Coordinator and SAC Chairperson
 Linda Kunesh - Fine Arts Team Leader
 Suzanne Drummond - First Grade Team Leader
 Regina Cabadidas - Second Grade Team Leader
 Leslie Gallo - Fifth Grade Team Leader
 Jackie Taylor - PreK - K Team Leader

- All members of the leadership team serve as liaisons between the leadership team and specific grade levels. All members participate in monthly team leader meetings that review data, procedures and compliance. Each member shares out the information with their assigned groups. Input from the teams and groups are used at these meetings to participate in the decision process.

Early Warning Systems

Year 2017-18

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	17	9	7	4	5	5	0	0	0	0	0	0	0	47
One or more suspensions	3	4	4	3	2	4	0	0	0	0	0	0	0	20
Course failure in ELA or Math	18	39	27	32	22	29	0	0	0	0	0	0	0	167
Level 1 on statewide assessment	0	0	0	17	11	15	0	0	0	0	0	0	0	43

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	5	10	6	18	12	17	0	0	0	0	0	0	0	68

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	4	2	4	3	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	1	4	6	4	3	0	0	0	0	0	0	0	18

Date this data was collected

Thursday 8/16/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Upon examination of our FSA data our ELA lowest 25th percentile was the area where we performed the lowest. We showed 39% 2018 proficiency compared to our previous year at 57% 2017. As a school we continue to see lower growth in our lowest performing students.

Which data component showed the greatest decline from prior year?

As previously stated, our ELA lowest 25th percentile had an overall drop of 18% and was the component that showed the greatest decline. A major contributing factor was our fourth grade cohort that scored 56% 2018 compared to 2017 with 73%, this shows a decline of 17%.

Which data component had the biggest gap when compared to the state average?

Again the data shows that our ELA lowest 25th percentile group has the biggest gap when compared to the state average. We were at 39% 2018 compared to the state at 48% 2018 a difference of 9%.

Which data component showed the most improvement? Is this a trend?

Upon examination of our FSA data our Math lowest 25th percentile was the area where we showed the most improvement. We showed a proficiency of 35% in 2017 and 63% in 2018. This was a positive improvement of 28%.

Describe the actions or changes that led to the improvement in this area.

The actions that had the most impact on our math performance was the double-down approach that we adopted. Based on diagnostic data we targeted the grade levels and students that needed more support. First, we pushed in extra instructional staff into our classrooms with overall drops in proficiency. In addition, we restructured our iii and targeted our lowest 25% in math to receive math iii.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	57%	56%	65%	52%	52%
ELA Learning Gains	57%	61%	55%	56%	56%	52%
ELA Lowest 25th Percentile	39%	56%	48%	34%	51%	46%
Math Achievement	72%	65%	62%	74%	61%	58%
Math Learning Gains	69%	63%	59%	68%	61%	58%
Math Lowest 25th Percentile	63%	53%	47%	44%	51%	46%
Science Achievement	66%	56%	55%	50%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (0)	9 (0)	7 (0)	4 (0)	5 (0)	5 (0)	47 (0)
One or more suspensions	3 (0)	4 (0)	4 (0)	3 (0)	2 (0)	4 (0)	20 (0)
Course failure in ELA or Math	18 (0)	39 (0)	27 (0)	32 (0)	22 (0)	29 (0)	167 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	17 (0)	11 (0)	15 (0)	43 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	63%	56%	7%	57%	6%
	2017	61%	54%	7%	58%	3%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	56%	58%	-2%	56%	0%
	2017	73%	57%	16%	56%	17%
Same Grade Comparison		-17%				
Cohort Comparison		-5%				
05	2018	70%	59%	11%	55%	15%
	2017	68%	52%	16%	53%	15%
Same Grade Comparison		2%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	73%	63%	10%	62%	11%
	2017	63%	62%	1%	62%	1%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	66%	63%	3%	62%	4%
	2017	66%	64%	2%	64%	2%
Same Grade Comparison		0%				
Cohort Comparison		3%				
05	2018	67%	66%	1%	61%	6%
	2017	70%	61%	9%	57%	13%
Same Grade Comparison		-3%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	66%	56%	10%	55%	11%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	54	44	55	63	60	40				
ELL	46			58							

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	53	47	39	57	64	57	58				
HSP	62	52		79	75		70				
WHT	73	66	50	85	72		71				
FRL	55	55	38	61	64	61	62				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	64	67	37	41	46	20				
ELL	30			20							
BLK	54	67	54	51	43	38	17				
HSP	75	80		73	64		69				
MUL	75	75		81	42						
WHT	74	63		80	56	36	71				
FRL	55	61	48	55	44	41	36				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement for our ELA lowest 25% student and insure instruction in alignment with the District's Strategic Plan to support the expectations of LTO #1; Increase reading on grade level by 3rd grade.
Rationale	If we work collaboratively to identify student needs and increase our capacity in providing quality instruction to support their mastery of the Florida Standards, we will see growth as demonstrated by an increase in our lowest 25% proficiency rate of 39% in FY18 and 57% in FY17.
Intended Outcome	The intended outcome is that our lowest 25% in ELA for grades three, four and five will increase their proficiency from 39% 2018 by 10% this school year as evident on the Florida Standards Assessment in English Language Arts. The intended outcome for our 3rd grade, in alignment with the Strategic Action Plan for FY19 ELA proficiency of 75%, FY20 80% and FY21 85%.
Point Person	Rona Tata (rona.tata@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on ELA Low 25. It has been determined our regular iii groups and intervention approaches have not been effective with this group. Therefore, we are restructuring our iii groups to include a school-wide the following are the action steps we will take.</p> <ul style="list-style-type: none"> * Leveled Literacy Intervention(LLI)(Tata) that will target the students from the ELA lowest 25% and place them with trained LLI teacher. *All teachers that will be instructing students in the ELA lowest 25% through LLI will need to attend a LLI district training. This training will cover the program and aid teachers with its implementation. The teachers will also have a school support liaison through our Specialized Academic Instruction (SAI) teacher.(Haring) *ESOL(Hodge) Will run ESOL groups with the lowest 25% *Double down approach in classrooms with high lowest 25% populations in 4th and 5th grade.(Tata) <p>The leadership team sorted, grouped and comprised nine LLI groups at this time. These groups will instruct the students at their Reading Running Record (RRR) instructional level. The groups will be done with fidelity every morning from 8:05 am - 8:45 am, during our school-wide iii times.</p> <p>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:</p> <ul style="list-style-type: none"> -Philosophy Night -Spady's Cultural Festival -Montessori Heritage Week -Veteran's Day Assembly -Spady Museum Collaboration -American Heart Association Teaching Garden -Peace Day Celebration
Person Responsible	Rona Tata (rona.tata@palmbeachschools.org)
Plan to Monitor Effectiveness	

Description	Ongoing monitoring by the leadership team to review the effectiveness of LLI support, ESOL, training and double down approach, through RRR, LLI data and iReady. Leadership team will discuss and meet with the PD team to provide support and review student data.
Person Responsible	Chelsea haring (chelsea.haring@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

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 and administrators will ensure this using the following:

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, and English for Speakers of Other Languages (ESOL) meetings.

Provide notices to parents in various languages using our school website and Parent Link.

Recruit parents to attend SAC and ESOL meetings so that parents can help to plan strategies, facilitate parent involvement, notification and evaluation of school-wide program and 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.

All S.D. Spady Stakeholders will collaborate together this year to improve the school community. The school recently was awarded for FY19 school year a garden funded by the American Heart Association. All stakeholders invested in the S.D. Spady community will be welcomed to participate and volunteer time in the garden.

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.

PFEP Link

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

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.

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 (school website, 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.

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.

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 an 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. 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 the Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans Embed cultural activities within the curriculum and daily coursework (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.

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

Part V: Budget	
Total:	\$1,200.00