S. D. Spady Elementary School

2019-20 Schoolwide Improvement Plan

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S. D. Spady Elementary School

901 NW 3RD ST, Delray Beach, FL 33444

https://sdse.palmbeachschools.org

Demographics

Principal: Rona Tata

Start Date for this Principal: 8/7/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: B (61%) 2016-17: B (58%) 2015-16: B (56%) 2014-15: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	B	B

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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	Job Duties and Responsibilities
Tata, Rona	Principal	Responsible for the overall leadership and vision of student success through creating plans and monitoring student progress.
Salah, Mazen	Assistant Principal	Responsible for supporting the overall vision of the school leader and monitoring student safety and progress.
Knight, Raiko	School Counselor	Responsible for ensuring that the social emotional needs of students are met through partnerships with community based agencies and offering support though small groups, individual and classroom counseling lessons.
Danca, Karen	Teacher, ESE	Support SWD students through development and monitoring of the IEP process and offering additional classroom support for students and teachers.
Bast, Robin	Psychologist	Responsible for the evaluation of students in the SBT/CST process. Serves as a School based member and supports small group counseling.
Hodge, Nancy	Instructional Coach	Provides support to ELL students in the classroom through a Push in model. Serves as a school based team member.
Vollman, Sarah	Administrative Support	Provides support to classroom teachers and serves as team leader/ teacher and 1/2 Montessori Coordinator and facilitates the PLC.
Kunesh, Linda	Teacher, K-12	Serves as Fine Arts Team Leader and Art Teacher.
Drummond, Suzanne	Teacher, K-12	Serves as the 2nd grade team leader/ teacher and facilitates the PLC.
Taylor, Jackie	Teacher, PreK	Serves as the K Team leader/ teacher and SWPBS leader.
Cabadaidis, Regina	Teacher, K-12	Serves as the third grade team leader/ teacher and facilitates the PLC.
Kaser, Kerry	Administrative Support	Provides support to classroom teachers and serves as team leader /teacher and 1/2 Montessori Coordinator.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	98	81	82	86	71	71	0	0	0	0	0	0	0	489
Attendance below 90 percent	9	6	4	2	3	3	0	0	0	0	0	0	0	27
One or more suspensions	2	4	5	6	2	8	0	0	0	0	0	0	0	27
Course failure in ELA or Math	0	4	13	15	10	20	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	17	14	21	0	0	0	0	0	0	0	52

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	4	6	17	16	17	0	0	0	0	0	0	0	64

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)
27

Date this data was collected or last updated
Wednesday 8/7/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	10	6	18	12	17	0	0	0	0	0	0	0	68

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	10	6	18	12	17	0	0	0	0	0	0	0	68

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	58%	57%	67%	53%	55%
ELA Learning Gains	48%	63%	58%	69%	59%	57%
ELA Lowest 25th Percentile	29%	56%	53%	57%	55%	52%
Math Achievement	68%	68%	63%	69%	62%	61%
Math Learning Gains	54%	68%	62%	53%	62%	61%
Math Lowest 25th Percentile	44%	59%	51%	35%	53%	51%
Science Achievement	50%	51%	53%	56%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	98 (0)	81 (0)	82 (0)	86 (0)	71 (0)	71 (0)	489 (0)
Attendance below 90 percent	9 (17)	6 (9)	4 (7)	2 (4)	3 (5)	3 (5)	27 (47)
One or more suspensions	2 (3)	4 (4)	5 (4)	6 (3)	2 (2)	8 (4)	27 (20)
Course failure in ELA or Math	0 (18)	4 (39)	13 (27)	15 (32)	10 (22)	20 (29)	62 (167)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	17 (17)	14 (11)	21 (15)	52 (43)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	65%	54%	11%	58%	7%	
	2018	63%	56%	7%	57%	6%	
Same Grade Comparison		2%					
Cohort Comparison							
04	2019	56%	62%	-6%	58%	-2%	
	2018	56%	58%	-2%	56%	0%	
Same Grade Comparison		0%					
Cohort Comparison		-7%					
05	2019	54%	59%	-5%	56%	-2%	
	2018	70%	59%	11%	55%	15%	
Same Grade Comparison		-16%					
Cohort Comparison		-2%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	76%	65%	11%	62%	14%	
	2018	73%	63%	10%	62%	11%	
Same Grade Comparison		3%					
Cohort Comparison							
04	2019	56%	67%	-11%	64%	-8%	
	2018	66%	63%	3%	62%	4%	
Same Grade Comparison		-10%					
Cohort Comparison		-17%					
05	2019	63%	65%	-2%	60%	3%	
	2018	67%	66%	1%	61%	6%	
Same Grade Comparison		-4%					
Cohort Comparison		-3%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	50%	51%	-1%	53%	-3%	
	2018	66%	56%	10%	55%	11%	
Same Grade Comparison		-16%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	44	36	36	64	82					

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	44	41		54	39						
BLK	45	33	26	59	51	35	35				
HSP	56	65		74	65		33				
WHT	78	71		78	50		81				
FRL	48	37	27	60	50	40	36				

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							
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance was in the ELA achievement component in the SWD subgroup. This subgroup scored higher the previous year by two points. The contributing factor may be the changing needs of the subgroups that would suggest placing different supports into place.

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

The greatest decline was the Math achievement component in the SWD subgroup. This subgroup scored higher the previous year by nineteen points. The contributing factor may be the changing needs of the subgroups that would suggest placing different supports into place.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The ELA lowest 25th percentile had the greatest gap when compared to the state average our school was at 29% and the state was at 53% which is a difference of 24 points. This number decreased by 10 points from the previous school year. Learning strategies were put into place through offering school-wide III at the same time and targeting the lowest 25 students to receive the full 45 minutes for LLI in the mornings. Learning groups were altered in an attempt to best meet the needs of the students. This modification in groups may have negatively impacted the students with previous rapports built with other teachers.

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

The highest performance was the ELA achievement component in the WHT subgroup. This subgroup scored higher the previous year by five points. The change in scores may reflect a targeted approach in the curriculum that reaches these students at a higher response rate.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The growing number of students with suspensions including in school and out of school. Another concern could be the number of students increase by grade level that show two or more indicators.

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

1. Increase the reading proficiency of the lowest 25 percentile by at least 10%.
2. Increase learning gains in ELA by at least 10%.
3. Increase the math lowest 25th percentile by at least 10%.
4. Increase the learning gains in math by at least 10%.
5. Increase the science achievement by at least 10%.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in ELA to align with the District's Strategic Plan; Long term outcome; 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 29% in FY19 and 39% in FY18.
State the measurable outcome the school plans to achieve	The intended outcome is that our lowest 25th percentile in ELA for grades three, four and five will increase their from 29% learning gains 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 FY20 ELA proficiency of 75%, FY20 80% and FY21 85%.
Person responsible for monitoring outcome	Rona Tata (rona.tata@palmbeachschools.org)
Evidence-based Strategy	1. Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards 2.Small group remediation using Leveled Literacy Intervention(LLI) that will target the students from the ELA lowest 25% and place them with trained LLI teacher . 3. Double down approach in classrooms with high lowest 25% populations in 4th and 5th grade.
Rationale for Evidence-based Strategy	1) Standards based instruction at the full intent and rigor of the standard will provide the opportunity for all students to receive high quality instruction and learning opportunities. 2)Incorporate the use of Leveled Literacy Intervention (LLI) with the lowest 25th percentile students. LLI is a research based approach to provide supplemental support to students. LLI also provides intensive support in reading. 3)Small group remediation allows for students to receive individualized instructions based on their specific needs.

Action Step	
Description	1) Professional development around the pillars of effective instruction will be implemented through PLCs 2)The school will identify students needing additional support. 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 (Merkin). 3) Double down in the classroom through resources teachers pushing into the classroom. ESOL(Hodge) will run ESOL groups with the lowest 25% as a push in into the classroom. 3) School leadership and coaches will monitor lesson plans 4) School Leadership and coaches will conduct classroom walk-throughs during the instructional block and engage in data analysis. 5) Administration will monitor implementation of PLC's and follow up with classroom observations
Person Responsible	Rona Tata (rona.tata@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 reading and writing across all content areas. Our students focus on content and curriculum related to:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

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 Schoolwide Improvement Plan 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 will 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 call home when applicable.

Engage in offering parents resources through collaboration with the Center for Child Counseling and the Community Classroom Project. Parents will have access to parenting materials, social-emotional learning strategies and techniques, and local resources through workshops provided on campus and at other sites.

Provide Montessori Philosophy night, Open House, and English for Speakers of Other Languages (ESOL) parent 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 programs and partnerships.

The school recently was awarded for the FY19 school year a garden funded by the American Heart

Association. All stakeholders invested in S.D. Spady community are 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.

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

The school principal with direction from district personnel, school psychologist and team members choose appropriate, research based materials and resources.

The 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.

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.

N/A

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

The school holds College day where students are encouraged to wear their favorite college shirt to school. The school offers various STEM opportunities for students through after school clubs 2nd grade-5th (4-H, SECME, Jr Lego Robotics, and Computer Coding). These clubs are free of charge and accessible to all students. Students who engage in the clubs are exposed to career opportunities through field trips (Lexis Nexus, FaceBook Miami, Apple Store, Microsoft Store, Boynton Beach High-robotics competition, Sataluces High-SECME olympiad, Florida Atlantic University- Science Olympiad., and A.D Henderson-Sea Perch). Students also have the opportunity to engage in local events with the skill set learned from the after-school clubs. The program is being expanded this year to include K-1st for students specifically enrolled in the aftercare program.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement in ELA to align with the District's Strategic Plan; Long term outcome; increase reading on grade level by 3rd grade.				$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1142	239-Other	0881 - S. D. Spady Elementary School	School Improvement Funds		$1,800.00
			Notes: Academic support to at risk students through tutoring and additional push in support and instructional resources.			
					Total:	$1,800.00