

The School District of Palm Beach County

S. D. Spady Elementary School



2020-21 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: 8/25/2013

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2019-20 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%)
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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	B

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SIP Authority

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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. 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, position title, and job duties/responsibilities 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.
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.
Antonelli, Melissa	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 and SAI teacher.
Vollman, Sarah	Teacher, K-12	Team leader
Knight, Raiko	School Counselor	SAC Chair and SBT Leader

Demographic Information

Principal start date

Sunday 8/25/2013, Rona Tata

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

45

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2019-20 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%)
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 .	

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	76	92	71	76	72	67	0	0	0	0	0	0	0	454
Attendance below 90 percent	12	14	9	7	4	4	0	0	0	0	0	0	0	50
One or more suspensions	2	2	1	4	1	3	0	0	0	0	0	0	0	13
Course failure in ELA	25	26	20	24	25	27	0	0	0	0	0	0	0	147
Course failure in Math	7	8	15	11	19	15	0	0	0	0	0	0	0	75
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	10	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	2	0	0	0	0	0	0	0	5
FY20 ELA Diag Levels 1 & 2	0	0	0	37	20	26	0	0	0	0	0	0	0	83
FY20 Math Diag Levels 1 & 2	0	0	0	34	18	15	0	0	0	0	0	0	0	67

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	10	11	14	11	15	20	0	0	0	0	0	0	0	81

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

Date this data was collected or last updated

Wednesday 8/19/2020

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	
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	0

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	
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	0

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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					
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%	0

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%	0

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%	0

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%	0

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%	0

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%	0
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%	0
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%	0
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%	0
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%	0

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.

Based on this data trend our focus will be to increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroup; SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, students will not meet their academic targets and fall behind.

More so, based on this data trend our focus will be to increase learning gains and achievement for

grade 3 in addition to focusing on the needs of our students with disabilities. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey will be negatively affected. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroup; SWD.

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

Based on this data trend our focus will be to increase math learning gains and achievement. Our data trends show that a focus on math that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroup; SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition student will not meet their academic goals and fall behind. 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 changing strategies to meet the needs of the students based on their learning style (manipulatives, montessori materials, and repetition).

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 LLI 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 reports 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?

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with suspensions (in school and out of school. Suspensions cause students to lose instructional time. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days due to suspensions. The growing number of students with suspensions including in school and out of school is a concern with students being academically engaged and accessing their learning. Another concern is the number of students that increase by grade level that show two or more indicators. In an effort to address these concerns, we added an additional component to the SIP this year in planning for improvement to target and track discipline of students overrepresented and how it relates to additional SEL training for teachers.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level.

1. Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future. We will increase the reading proficiency of the lowest 25 percentile by at least 10% by implementing the LLI strategies targeting these students for an additional 40 minutes per instructional day.

2. Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day. We will increase learning gains in ELA by at least 10% by standards based teaching and implementing effective reading strategies for students through guided reading, LLI strategies, foundation strategies and tutoring.

3. Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. We will increase the math lowest 25th percentile by at least 10% through implementing standards based teaching and effective math strategies that could include direct instruction, small groups for remediation and focused skill lessons. We will increase the learning gains in math by at least 10% through direct instruction and small groups to remediate student needs.

4. We will increase the science achievement by at least 10% through direct instruction and remediation through small groups and by implementing science instruction through specials.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and 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. This will support our Strategic Plan Long Term Outcome 1, increasing grade level proficiency in grade 3.

Measurable Outcome: The intended outcome is that our lowest 25th percentile in ELA for grades three, four and five will increase from 29% learning gains by 10% this school year as evidenced by 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 will increase from

Person responsible for monitoring outcome: Rona Tata (rona.tata@palmbeachschools.org)

Evidence-based Strategy:

1. 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 .
2. Double down approach in classrooms with high lowest 25% populations in 4th and 5th grade.
3. After School Tutoring by certified Teachers

Rationale for Evidence-based Strategy:

- 1) 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.
- 2) Small group remediation allows for students to receive individualized instructions based on their specific needs. Double downs allow for additional support for small group instruction. Small group instruction also is the most efficient way to remediate necessary skills as well as accelerate learning.
- 3) After school tutorial provide additional time and support additional remediation to close student learning gaps.

Action Steps to Implement

- 1) 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 (Kaser). Groups will be selected based on data and a schedule will be created.
- 2) Double down schedules will be created. Students groups will be created based on data and teacher input.
- 3) An administrator will be assigned to oversee the after school tutorial program. Groups will be created based on student needs and staff will be appropriately selected to match student needs.
- 4) School leadership and coaches will monitor lesson plans
- 5) School Leadership and coaches will conduct classroom walk-throughs during the instructional block and engage in data analysis.
- 6) Administration will monitor implementation of PLC's and follow up with classroom observations

Person Responsible Rona Tata (rona.tata@palmbeachschools.org)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: If we work collaboratively to identify student needs and increase our capacity in providing Social Emotional Learning through Equity and Diversity we will be able to support students through social and emotional wellness strategies. As a result of implementing social emotional wellness strategies we will see growth as demonstrated by a decrease of 5% in our Behavioral Referrals and Suspension of Black students to represent 10% of the school discipline data for 2020-2021, FY20 15%, FY19 18%.

Measurable Outcome: The intended outcome is that our black student subgroup will decrease from 18% to 13% in referrals and suspensions in the 2020-2021 school year. The intended outcome is in alignment with the strategic plan's strategic theme of ensuring a safe and supportive school climate that promotes the social/emotional and academic development of all students.

Person responsible for monitoring outcome: Raiko Knight (raiko.holmanknight@palmbeachschools.org)

Evidence-based Strategy: Teachers are fully emerged in teaching students SEL strategies through following evidenced based practices:
 1)Second Step- Second Step SEL is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8
 2)Trauma informed practices- is evidenced based to provide trauma-informed care to children, youth, and families involved with child welfare, professionals must understand the impact of trauma on child development and learn how to effectively minimize its effects without causing additional trauma.

3) Conscious Discipline- Conscious Discipline has achieved CASEL’s SElect Program designation, recognizing Conscious Discipline as a leader in impactful social and emotional learning (SEL). Conscious Discipline meets CASEL’s SElect Program designation, the highest designation for evidence-based programs, in the CASEL Guide to Effective Social and Emotional Learning Programs. This designation indicates that Conscious Discipline plays a central role in a school’s approach to promoting students social and emotional learning.

Social Emotional Learning at the full intent and rigor of the SEL standards will provide the opportunity for all students to receive high quality learning opportunities in a safe and inclusive environment.

Rationale for Evidence-based Strategy:
 1) Second Step- Curriculum was provided by the District as being apart of the SEL Cohort and is being implemented through specials with the BHP (Behavior Health Professional).
 2) Trauma Informed Practices- is being implemented as these practices can help kids build coping skills and self-efficacy—which are helpful whether they’ve experienced trauma or not. Staff has been trained annually from the Center for Child Counseling for the past two years.

3) Conscious Discipline- is the strategy that is implemented as it relates to the Montessori philosophy which, relies on using emotional intelligence and discussion to redirect children from undesirable behaviors.

Action Steps to Implement

- 1-3) Professional Development in being Trauma Informed, Conscious Discipline, Second Step, Racial Equity, Micro-aggressions and Youth Mental Health First Aid will occur during PLC's
- 1-3)School leadership and coaches will monitor lesson plans
- 1-3) School Leadership and coaches will conduct classroom walk-throughs during the instructional block and engage in data analysis of discipline data.
- 1-3) Administration will monitor implementation through PLC's and follow up with classroom observations

Person Responsible Rona Tata (rona.tata@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students, student will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 which will continue to develop a Single School Culture of excellence in behavior, academics, and school climate with an appreciation of multicultural diversity in alignment with the School Board Policy 2.09 displaying a focus on the -

**History of the Holocaust
History of African Americans/African People
Study of Hispanic contributions
Study of Women's contributions
Veterans/Memorial Day**

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

School X continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 in person or Virtually , Open House Virtually in person or Virtually , and English for Speakers of Other Languages (ESOL) parent meetings Virtually. 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 was awarded for the FY19 school year a garden funded by the American Heart Association. All stakeholders invested in S.D. Spady community were 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.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1142	239-Other	0881 - S. D. Spady Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Academic support to at risk students through tutoring and additional push in support and instructional resources.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1142	239-Other	0881 - S. D. Spady Elementary School	School Improvement Funds		\$800.00
			<i>Notes: Social Emotional Training and support for teachers to better build their strategies in working with at risk students. Training could include: Youth Mental Health First Aid, Trauma Informed Practices, Racial Equity Training, Conscious Discipline etc...</i>			
Total:						\$1,800.00