S. D. Spady Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

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

Table of Contents

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Salah, Mazen	Assistant Principal	Responsible for supporting the overall vision of the school leader and monitoring student safety and progress.
Celian, Jessica	Teacher, K-12	SAC Co- Chairman. Serves as the third grade team leader/ teacher and facilitates the PLC.
Campbell, Shandreya	Teacher, K-12	SAC Co-Chairman. Serves as the fifth grade team leader/ teacher and facilitates the PLC.
Tata, Rona	Principal	Responsible for the overall leadership and vision of student success through creating plans and monitoring student 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	Montessori Coordinator.
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, K-12	Serves as the K Team leader/ teacher and SWPBS leader
Knight, Raiko	School Counselor	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
37

Total number of students enrolled at the school
491

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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	71	73	77	59	59	62	0	0	0	0	0	0	0	401
Attendance below 90 percent	8	9	7	3	12	5	0	0	0	0	0	0	0	44
One or more suspensions	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	18	38	21	22	38	0	0	0	0	0	0	0	137
Course failure in Math	0	5	19	11	20	31	0	0	0	0	0	0	0	86
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	21	12	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	22	21	17	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	0	38	45	42	33	26	0	0	0	0	0	0	0	184
FY21 ELA Winter Diag Level 1 & 2	0	0	0	42	33	26	0	0	0	0	0	0	0	101
FY21 Math Winter Diag Level 1 & 2	0	0	0	41	33	29	0	0	0	0	0	0	0	103

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	6	24	11	27	38	25	0	0	0	0	0	0	0	131

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	2	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	

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	58%	57%	63%	57%	56%
ELA Learning Gains				48%	63%	58%	57%	61%	55%
ELA Lowest 25th Percentile				29%	56%	53%	39%	56%	48%
Math Achievement				68%	68%	63%	72%	65%	62%
Math Learning Gains				54%	68%	62%	69%	63%	59%
Math Lowest 25th Percentile				44%	59%	51%	63%	53%	47%
Science Achievement				50%	51%	53%	66%	56%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	65%	54%	11%	58%	7%
Cohort Comparison						
04	2021					
	2019	56%	62%	-6%	58%	-2%
Cohort Comparison		-65%				
05	2021					
	2019	54%	59%	-5%	56%	-2%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	65%	11%	62%	14%
Cohort Comparison						
04	2021					
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-76%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	51%	-1%	53%	-3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades K-2 we will use iReady for Fall, Winter & Spring
In grades 3-5 we will use Iready in the Fall, Winter and Spring. We will use district diagnostic tests in the winter along with continual USA/FSQ checks from the district.

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a

foundational understanding of students' strengths and areas of need.
-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standards. Supports the monitoring of student learning and provide ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.9	37.8	44.9
	Economically Disadvantaged	30	25	39
	Students With Disabilities	12.5	12.5	26.7
	English Language Learners	15.4	7.7	23.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		73.6	77.8
	Economically Disadvantaged		68.4	70
	Students With Disabilities		62.5	56.3
	English Language Learners		45.5	61.5

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	33.8	46.2
	Economically Disadvantaged	33.3	23.8	35.7
	Students With Disabilities	14.3	14.3	14.3
	English Language Learners	36.4	18.2	27.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		89.2	92.4
	Economically Disadvantaged		83.3	88.4
	Students With Disabilities		66.7	57.1
	English Language Learners		63.6	81.8

Grade 3			
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		63.4	63.9
	Economically Disadvantaged		53.1	54
	Students With Disabilities		33.3	27.8
	English Language Learners		40	20
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	70.1	69.4	52.1
	Economically Disadvantaged	60.9	63.3	44
	Students With Disabilities	31.3	38.9	16.7
	English Language Learners	40	20	20

Grade 4			
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		68.1	58.6
	Economically Disadvantaged		61.4	46.7
	Students With Disabilities		35.3	33.3
	English Language Learners		54.5	41.7
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	47.8	53.6	48.6
	Economically Disadvantaged	31.8	38.6	33.3
	Students With Disabilities	35.3	35.3	27.8
	English Language Learners	45.5	45.5	58.3

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		75.8	80.6
	Economically Disadvantaged		71.4	78.6
	Students With Disabilities		45.5	54.5
	English Language Learners		85.7	71.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	74.2	66.1	63.5
	Economically Disadvantaged	69.8	57.1	55.8
	Students With Disabilities	58.3	36.4	25
	English Language Learners	71.4	71.4	57.1
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	63.8	74.2	80.3
	Economically Disadvantaged	57.5	69	75.6
	Students With Disabilities	45.5	54.5	54.5
	English Language Learners	42.9	71.4	85.7

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	36	20	16	7		18				
ELL	37	50		41	36		33				
BLK	34	50	38	34	25		22				
HSP	48			58							
MUL	65			47							
WHT	70	77		65	54		69				
FRL	38	48	27	38	29		24				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	43
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
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	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	67
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY21 Winter Diag. vs. FSA21 results shows:
ELA: -6.0 pts in Gr 3, +8.0 pts in Gr 4, +2.0 pts in Gr 5.
Math: -12.0 pts in Gr 3, -14.0 pts in Gr 4, +2.0 pts in Gr 5.
Science: -13.0

Within the end of year adaptive technology data, we see the following percentages are on grade level:
Third: 20.0
Fourth: 58.6
Fifth: 71.4

SuccessMaker:
Third: 52.1
Fourth: 48.6
Fifth 63.5

Based on this data trend, our focus will be to diminish level 1 students and increase learning gains and achievement. Our data trend show a focus on low 25 students in ELA and Math. By doing this we will improve overall performance for the school and focus on remediation of standards while focusing on foundational skills, scaffolding instruction will meet the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; ELL's and SWD's; who will receive strategic, and targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful our low 25 percentage rate will not increase.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on this data trend, our focus will be to increase learning gains and achievement for grades 3-5 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. 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 low 25 students in Math.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. The loss of hybrid lessons will improve the amount of time that students are in front of teachers. Small group instruction is critical to student achievement and growth.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During FY20 and FY21, more than 50% of our students began the school year as virtual learners. Many teachers and administrators were also severely affected by the pandemic, many were quarantined which caused interruptions in instruction. Virtual PLCs were established. We introduced

our new instructional platforms; Peardeck, Smart Suite, Google Classroom, and Google Meets to ensure all students equal opportunity to learn and be supported.

Effective literacy instruction develops students' abilities through the integration of reading, writing, and content instruction. Students provided with experience in all these areas if they are to achieve success. Small group instruction that is differentiated will focus on specific student needs.

Mathematics learning correlates over the long term with school readiness and academic achievement. Mathematics introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. It helps students make sense of the numbers, patterns and shapes they see in the world around them.

Science education equips students with fundamental skills to navigate the subject throughout school and beyond. Process skills like observing, investigating, describing, predicting and experimenting are not just vital to scientific thinking, but contribute academic achievement across all content areas. Science also lends itself to new forms of investigation in the classroom. Project-based learning gives students opportunities to solve problems, work cooperatively, experiment and explore.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Fifth grade ELA showed the most growth consistently over all. Their progress monitoring data showed 3-5% increases over the course of the school year as measured with I-ready, FSQ/USA and FSA results. By following a strict and rigorous curriculum, that included double down support and support services is the contributing factor to this growth. Using programs to support ELA such as LLI and Wilson.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Within our core instruction, we focused on the use of formative assessments to drive instructional needs. Teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student needs. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All students were held to high expectations by their teachers. Strategic PLCs implemented to analyze data, monitor student progress, and develop lesson plans to support all student learning.

At Spady Elementary school, we focused on student achievement, student-learning gains and overall social and emotional growth. We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success
- Development of time management & preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Development of Grit and Resilience in facing challenges
- Enhanced Social-Emotional Learning opportunities

What strategies will need to be implemented in order to accelerate learning?

1. Science - There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this

content area including but not limited to mentoring, tutorials, focused teacher planning/collaboration & professional development to ensure we meet the needs of all of our students in an equitable and accessible manner.

2. ELA and Math Continuum - During PLCs, we will focus on developing effective instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study.

3. Low 25% - If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success. Students will connect with a reading endorsed/certified interventionist to ensure closing of the achievement gap.

4.SEL- Our school implements Morning Meeting in all classes. Strategies taught are using words to express feelings, requesting time to take a break, and using a calm down corner. By setting aside time to meet the social and emotional needs of all students, we are able to put measures in place to prevent incidents.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

Teachers will receive PD on the mental process students experience when learning. Instruction on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through the following:

-Identifying similarities and differences
-Summarizing and note taking
-Reinforcing effort and providing recognition
-Homework and practice
-Nonlinguistic representations
-Cooperative learning
-Setting objectives and providing feedback

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Increase Reading Proficiency in Grade 3: Continuing to Increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed. ELL and SWD students provided targeted instruction using WIDA data results and iReady results.

2. All students are provided small group instruction with additional teacher support (academic tutors, ESOL and ESE teachers) in grades 1-5. The goal is to close achievement gaps prior to entering grade.

3. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the

needs of all students. Ongoing progress monitoring for all students.

4. Increase in Student Engagement to facilitate active participation in the learning process, teachers must plan engagement strategies. Ongoing implementation of engagement strategies modeled and explained during PLC meetings to demonstrate their effectiveness.

5. Developing leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Developing the capacity of content area teachers establishes a routine and expectation of instructional rigor in every classroom.

6. Collaborative planning with Instructional Specialists. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student.

Part III: Planning for Improvement

Areas of Focus:

#1. 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 2021-2022, FY21 3% (Due to covid and a lack movement across campus), FY20 15% .
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.
Monitoring:	Sessir data will be monitored by the magnet coordinator and school guidance counselor. The assistant principal will be monitoring our discipline referrals weekly and reporting to the administrative staff.
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 inmpactful social and emotional learning (SEL). Conscious Discipline meets CASEL's SELect Program designation, the highest designation for evidencebased 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.
Rationale for Evidence-based Strategy:	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. 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) 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

2) School leadership and coaches will monitor lesson plans

3) School Leadership and coaches will conduct classroom walkthroughs 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)

#2. Instructional Practice specifically relating to ELA	
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 10% in FY21 and 29% in FY19. 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 FY21 ELA proficiency will increase from.
Monitoring:	The principal will be responsible for monitoring, however, the principal will be reporting out to the Instructional Leadership team.
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. Doubles 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 attend LLI district training. This training will cover the program and aid teachers with its implementation. The teachers will have a school support liaison through our Specialized Academic Instruction teacher. Groups will be selected based on data and 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 will monitor lesson plans. 5) School Leadership will conduct classroom walkthroughs 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)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In 2019-2020 S. D. Spady in comparison to all elementary schools statewide is ranked number 799 which falls into the moderate category at a .07 incident per hundred students. This rate is less than the statewide elementary rate 1.0 incidents per 100 students. In reference to suspensions S. D. Spady is ranked 846 statewide and number 59 countywide with a 3.7 per 100 students with a total reported 22 suspension. For violent incidents S. D. Spady is ranked 0.67 per 100 student. Property incidents and drug and public order indents S. D. Spady is ranked number 1 with 0 per 100 students.

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

To support our students and make an impact on incidents we will use our SWPB 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

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.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All aspects of Florida Statute 1103.42 (a-t), Statute 683.1455, Statute 1003.421 and Statute 1008-447118y, and S.B. Policy 2.09 (8)(b)(ii)) are addressed in our curriculum. With regards to the statutes the curriculum that is taught includes the history of and content of the Declaration of Independence, the Constitution, the

history of the United States and the flag, the sacrifices of Veterans, the elements of government, the study of Hispanic contributions and women's contributions to the United States, the history of African Americans including the history of African people, and the history of the Holocaust as the systematic planned annihilation of European Jews and other groups by Nazi Germany.

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 Coordinators, Melissa Antonelli 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$1,491.78