

The School District of Palm Beach County

S. D. Spady Elementary School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 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	2021-22: B (59%) 2018-19: C (50%) 2017-18: B (61%)
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	ATSI
* 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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<https://sdse.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	89%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Tata, Rona	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Tata must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Campbell, Shandrea	Teacher, K-12	SAC Co-Chairman. Serves as the fourth grade team leader/ teacher and facilitates the PLC
Celian, Jessica	Teacher, K-12	SAC Co- Chairman. Serves as the third grade team leader/ teacher and facilitates the PLC.
Antonelli, Melissa	Administrative Support	Montessori Coordinator.
Knight, Raiko	School Counselor	SBT Leader
Hodge, Nancy	Instructional Coach	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>

Name	Position Title	Job Duties and Responsibilities
Danca, Karen	Teacher, ESE	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Shelton, Ivey	Assistant Principal	As assistant Principal, Mrs. Shelton Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
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.

Demographic Information

Principal start date

Sunday 8/25/2013, Rona Tata

Number of teachers with a 2022 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 2022 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.*

9

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

384

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	66	67	76	73	50	51	0	0	0	0	0	0	0	383
Attendance below 90 percent	0	22	9	10	6	4	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	3	17	21	11	17	0	0	0	0	0	0	0	69
Course failure in Math	0	1	7	12	6	14	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	2	8	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	16	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	1	8	20	5	5	0	0	0	0	0	0	0	39

Using the table above, complete the table below with the number of students by current grade level who have 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	0	2	9	13	4	17	0	0	0	0	0	0	0	45

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 9/8/2022

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	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	

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	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	58%	59%	56%				58%	58%	57%
ELA Learning Gains	58%						48%	63%	58%
ELA Lowest 25th Percentile	63%						29%	56%	53%
Math Achievement	62%	53%	50%				68%	68%	63%
Math Learning Gains	63%						54%	68%	62%
Math Lowest 25th Percentile	69%						44%	59%	51%
Science Achievement	39%	59%	59%				50%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	54%	11%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	56%	62%	-6%	58%	-2%
Cohort Comparison		-65%				
05	2022					
	2019	54%	59%	-5%	56%	-2%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	65%	11%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-76%				
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	51%	-1%	53%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	46	50	27	61	54	20				
ELL	47	62		59	62		35				
BLK	53	64	70	52	64	80	22				
HSP	47	47		73	76		45				
MUL	65	62		53	31						
WHT	78	52		80	68		57				
FRL	50	52	62	52	61	68	24				
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				
HSP	56	65		74	65		33				
WHT	78	71		78	50		81				
FRL	48	37	27	60	50	40	36				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
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	60
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	63
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	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	67
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

In comparing the FY19 FSA to the FY22 FSA, the results show overall no change in ELA proficiency, a 6 point drop in Math, and an 11 point drop in Science. The results by grade level are as follows:

ELA: -0.18 pts in Gr 3, +3.99 pts in Gr 4, +5.4 pts in Gr 5.

Math: -0.58 pts in Gr 3, +2.35 pts in Gr 4, -14.26 pts in Gr 5.

Science: -8.6 pts

The emerging trend is a deficit in math, specifically 3rd and 5th grade. Also, a trend we noticed was a decline in proficient students in science. Our ESSA subgroup that saw the biggest decline with only 27.8% of students proficient in math is students with disabilities.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on this data and in supporting the district's strategic plan framework, our focus will be to strengthen math and science. Our data trends shows a need to focus on the new math standards, foundational math skills, while scaffolding instruction that meets the full intent and rigor of standards in these content areas. We will also focus on teaching the full scope of science standards and Fair Game

standards. We will specifically focus on our ESSA identified subgroups; Students with disabilities, ELL, Black/African American students; who will receive strategic, but 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, as the strategic plan states, we will not improve equitable participation in programs like AMP, and beyond.

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

Contributing factors to the math and science trends are lack of student engagement and academic stamina post COVID, students with extenuating SEL needs, and lack of parent involvement (parent communication and checking homework).

New actions needed to address these concerns are :

- providing engaging lessons with kinesthetic activities and strategic brain breaks that strategically lengthens students ability to remain engaged over time.
- Attention to SEL needs of all students and tier 3 SEL support for students with more of a need.
- Encouraging parent involvement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

In comparing the FY19 FSA to the FY22 FSA, the results show overall no change in ELA proficiency, however the results by grade level show the following groups improved:

ELA: +3.99 pts in Gr 4, +5.4 pts in Gr 5.

Math: +2.35 pts in Gr 4

Our ESSA Subgroups that showed improvement in ELA between FY 19 FSA and FY22 FSA are:

- black students with an increase of 6.9%
- multi-ethnic students with an increase of 2.2%

Our ESSA group that showed improvement in math is our multi-ethnic students with an increase of 2.9%.

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

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

Science - There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. There is also a new resource teachers will use to reinforce the science standards. 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. Science needs to be a focus in grades K-5.

Math - During PLCs, we will focus on developing effective and relevant 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, and incorporate research based strategies included but not limited to GO-To Strategies.

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 health of their students. 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.

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 since this was the lowest performing grade level in ELA on the FSA. 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 3rd 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 proficiency rate from 62% to 67% in FY23. This will support our district's Strategic Plan of academic excellence and growth.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The intended outcome is that 67% our students in grade 3 to 5 will be proficient in math on the FY23 FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored in the following ways:

- Teacher active participation in PLCs
- Using data based academic decisions
- Monitoring of instruction through class walkthroughs

Person responsible for monitoring outcome:

Rona Tata (rona.tata@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Double down approach in classrooms with high lowest 25% populations in 4th and 5th grade.

2. After School Tutoring by certified Teachers

1) 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.

2) After school tutorial provide additional time and support additional remediation to close student learning gaps

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) The school will identify students needing additional support. 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)

#2. Positive Culture and Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

When parents and schools work together, students are more successful. We noticed that parents are not consistently involved in school functions and parent communication.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to get 75% parent attendance at school sponsored events (Curriculum Night, etc.) and increase the number parent conferences each teachers holds per trimester.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Sign-in sheets will be monitored at Curriculum Night and parent communication will be discussed and tracked at grade level meetings.

Person responsible for monitoring outcome:

Ivey Shelton (ivey.shelton@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Personalize Parent Involvement

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Personalization is important in encouraging parents to be involved in their children's education. It's essential to know each family and its unique characteristics. The key is to work on tailoring school-based activities and communications to suit these needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide translation for our parents with limited English

Provide accommodations for parents with disabilities.

Provide flexible meeting times and modes.

Person Responsible

Ivey Shelton (ivey.shelton@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 , 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.

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 school culture and environment.

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.