

The School District of Palm Beach County

S. D. Spady Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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S. D. Spady Elementary School

901 NW 3RD ST, Delray Beach, FL 33444

<https://sdse.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Tata, Rona	Principal	<p>As our school leader, Ms. Tata will monitor and work with all staff to ensure implementation with MTSS and SIP support. She oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. She will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is also her 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 Ms. Tata hires and works to retain highly qualified employees. She uses data to inform decisions and instruction, professional learning, performance, and student learning. She quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Tata will reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Shelton, Ivey	Assistant Principal	<p>As assistant Principal, Mrs. Shelton, supports professional learning and collaboration amongst teachers and resource staff. She facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She demonstrates, through daily decisions and actions, that the school's priority is academic success for every student. She assists with eliminating barriers and distractions that interfere with effective teaching and learning. She also supports the principal in building a culture of pride, trust, and respect. She 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.</p>
Knight, Raiko	School Counselor	<p>Our school counselor, Dr. Knight, also serves as our SBT Leader. She facilitates monthly meetings to address the specific needs of students who have been identified for school based team. She guides the diverse team of stakeholders through problem-solving and assisting classroom teachers with developing and implementing instructional and/or management strategies. She also coordinates with other support staff and outside resources to support our students academic and emotional needs.</p>
Vollman, Sarah	Magnet Coordinator	<p>As our Montessori Magnet Coordinator, Ms. Vollman works with students, teachers, and staff to embed Montessori philosophies in the culture of our school. She plans classroom and schoolwide activities that creates an atmosphere that generates high expectations and enthusiasm for learning. She does this by helping teachers to align Montessori practices with district and state standards.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The development of our School Improvement Plan is a all hands on deck approach. The perspectives and input of all of our stakeholders are valued and considered. Our teachers participated in an extensive Comprehensive Needs Assessment, where they analyze student data in ELA, Math, and Science. They identified areas of concern and possible root causes and possible solutions for each area. Our parents also participated in an in-depth conversation around the root causes and possible ways that they can support their children at home.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our teachers will regularly assess students progress on district and state assessments in roster reviews and PLCs. Our parents will stay abreast to their child's growth through parent conferences and other teacher contact. They will also be informed of the school's performance on the three state assessments throughout the year. Teachers, Administration, and parents will use these moments of review to consider the progress towards the goals outlined in our School Improvement Plan and discuss if revisions are necessary.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	73%
2022-23 Economically Disadvantaged (FRL) Rate	89%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B
	2019-20: C
	2018-19: C
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	10	13	13	8	9	6	0	0	0	59	
One or more suspensions	1	0	1	1	6	6	0	0	0	15	
Course failure in English Language Arts (ELA)	10	21	20	26	16	9	0	0	0	102	
Course failure in Math	5	4	13	20	11	15	0	0	0	68	
Level 1 on statewide ELA assessment	0	0	0	13	7	14	0	0	0	34	
Level 1 on statewide Math assessment	0	0	0	15	8	17	0	0	0	40	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	5	14	21	14	21	0	0	0	83

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	22	9	10	6	4	0	0	0	51	
One or more suspensions	0	0	0	1	0	2	0	0	0	3	
Course failure in ELA	0	3	17	21	11	17	0	0	0	69	
Course failure in Math	0	1	7	12	6	14	0	0	0	40	
Level 1 on statewide ELA assessment	0	0	0	1	2	8	0	0	0	11	
Level 1 on statewide Math assessment	0	0	0	0	1	16	0	0	0	17	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	8	20	5	5	0	0	0	39	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	9	13	4	17	0	0	0	45

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	22	9	10	6	4	0	0	0	51	
One or more suspensions	0	0	0	1	0	2	0	0	0	3	
Course failure in ELA	0	3	17	21	11	17	0	0	0	69	
Course failure in Math	0	1	7	12	6	14	0	0	0	40	
Level 1 on statewide ELA assessment	0	0	0	1	2	8	0	0	0	11	
Level 1 on statewide Math assessment	0	0	0	0	1	16	0	0	0	17	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	8	20	5	5	0	0	0	39	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	9	13	4	17	0	0	0	45

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	51	53	53	58	59	56	49		
ELA Learning Gains				58			58		
ELA Lowest 25th Percentile				63			31		
Math Achievement*	56	57	59	62	53	50	48		
Math Learning Gains				63			37		
Math Lowest 25th Percentile				69			0		
Science Achievement*	51	54	54	39	59	59	39		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	59	56	59	79			60		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	2	1
ELL	48			
AMI				
ASN				
BLK	38	Yes	1	
HSP	66			
MUL	65			
PAC				
WHT	70			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	57			
AMI				
ASN				
BLK	60			
HSP	63			
MUL	53			
PAC				
WHT	67			
FRL	56			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	51			56			51					59
SWD	18			18			17				4	
ELL	35			50							3	59
AMI												
ASN												
BLK	35			39			26				5	53
HSP	59			71							4	70
MUL	80			50							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	65			74			67				4	
FRL	40			45			30				5	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	58	58	63	62	63	69	39					79
SWD	24	46	50	27	61	54	20					
ELL	47	62		59	62		35					79
AMI												
ASN												
BLK	53	64	70	52	64	80	22					71
HSP	47	47		73	76		45					90
MUL	65	62		53	31							
PAC												
WHT	78	52		80	68		57					
FRL	50	52	62	52	61	68	24					79

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	58	31	48	37	0	39					60
SWD	18	36	20	16	7	0	18					33
ELL	37	50		41	36		33					60
AMI												
ASN												
BLK	34	50	38	34	25	0	22					66
HSP	48			58								
MUL	65			47								
PAC												
WHT	70	77		65	54		69					
FRL	38	48	27	38	29	0	24					59

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	56%	-17%	54%	-15%
04	2023 - Spring	64%	58%	6%	58%	6%
03	2023 - Spring	56%	48%	8%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
03	2023 - Spring	61%	57%	4%	59%	2%
04	2023 - Spring	61%	52%	9%	61%	0%
05	2023 - Spring	52%	56%	-4%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	51%	0%	51%	0%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data below shows the achievement levels of all our tested grade levels in all content areas including our

ESSA identified subgroups:

FY19 FSA FY22 FSA FY 23 PM3 Difference (FY22 to FY23)

ELA

3rd 65 65 56 -9

4th 56 51 64 +13

5th 54 60 39 -21

SWD 31 24 18 -6

MATH

3rd 76 75 61 -14

4th 57 60 61 +1

5th 63 50 52 +2

SWD 36 27 21 -6

SCIENCE

5th 50 39 51 +12

SWD 0 20 23 +3

Our lowest performing area was fifth grade ELA at 39% proficiency as well as our SWD subgroup with 18% in ELA, 21% in Math, and 23% in Science. There were a number of contributing factors to the low performance in 5th grade ELA. One contributing factor that impacted student achievement is a need for SLL and some students with challenging behaviors. Also, a large number of students who underperformed are also our SWD students. They struggled with reading on grade level and some lacked the skills and stamina to be successful in ELA.

Not only do we see that our SWD subgroup performed low in FY23, we also see that there is a trend of low performance for this subgroup in all subject areas from FY19 to FY23. This is largely due to instructional shortages. Having 2 ESE teachers servicing PK-5 students and this is a big lift for them to be masters of the curriculum. Understanding this heavy lift, we have hired 1.5 positions using Title I funds and re-shifted our ESE team to include seasoned teachers who are familiar with the curriculum. Departmentalized so same teacher

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

Our lowest performing group mentioned above (fifth grade ELA) is also the group that showed the biggest drop. They declined 21 percentage points from FY22 to FY23. The data shows that this is not a trend. On average, this group traditionally performs within 10 points of their counterparts. The contributing factors are outlined above.

The data also shows that our SWDs consistently underperform as compared to general education students. This subgroup has seen a drop of 6 percentage points in ELA and Math between FY22 and FY23. We attribute these declines to shortage of ESE teachers (mentioned above). This vacancy has been hard to fill because it is a .5 position where most people are interested in full-time positions.

Lastly, we see that our third graders dropped 9 percentage points in ELA and fourteen percentage points in math which leads us to believe that our 2nd grade may need more support with preparing students for the rigor and independence needed in 3rd grade. We also understand that these students were tasked with getting acclimated to new standards and a new assessment format. Our ELA and math teachers all struggled with preparing students to make the shift from a paper based test to a computer based test.

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.

When looking at the FY23 FAST Progress Monitoring data for Window 3, we see the following data as compared to the state:

Spady State Difference

Grade 3 ELA 53% 50% +3

Grade 4 ELA 61% 58% +3

Grade 5 ELA 31% 54% -23

Grade 3 Math 61% 59% +2
 Grade 4 Math 61% 61% -
 Grade 5 Math 52% 55% -3

Grade 5 Science 51% 51% -

The data component with the biggest gap is 5th grade ELA. This data shows that we were 23 percentage points below the state. The contributing factors and trends are mentioned above.

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

The data below shows the achievement levels of all of our tested grade levels in all content areas including our ESSA identified subgroup:

FY19 FSA FY22 FSA FY 23 PM3 Difference (FY22 to FY23)

ELA

3rd 65 65 56 -9
 4th 56 51 64 +13
 5th 54 60 39 -21
 SWD 31 24 18 -6

MATH

3rd 76 75 61 -14
 4th 57 60 61 +1
 5th 63 50 52 +2
 SWD 36 27 21 -6

SCIENCE

5th 50 39 51 +12
 SWD 0 20 23 +3

Our 4th grade ELA proficiency level increased the most. They improved 13 percentage points from FY22. We attribute the teachers mastery the new B.E.S.T. standards and aggressively monitoring student's achievement of the ELA standards to this growth. Students had daily access to grade-level or above grade level texts. Students were encouraged to collaborate and have accountable talk with their classmates.

We also saw an increase of 12 percentage points in Science. This is largely due to the implementation of the JJ Bootcamp resources. We also infused Science into the fine arts "art program" and created a STEAM curriculum. This allows all students to receive additional exposure to Science standards and students in 5th grade to have exposure to FairGame standards. In this area, we will continue to train teachers on the best practices for the instructional delivery of this resource in bi-weekly PLCs. Our administrators will visit 5th grade classrooms at least once a week and monitor lessons using the PLC planning template. We will also monitor student performance on Science USAs and student work.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

- Supporting students with 10% or more absences
- Supporting our students with reading deficiencies

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

Our highest priorities are:

- To improve the math and ELA data for our SWD subgroup. We will do this by supporting our ESE teachers with scheduling students, mastering the curriculum they support, and continue push in model in the ELA and math block. Students who fall within this ESSA Subgroups will be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.
- To improve attendance for our students who have 10% or more absences. We want to foster a space where students and parents love school and see the valued in attending daily and arriving in time.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our team analyzed our attendance data and saw that 21.7% of our SWD students fall into the category of Chronic Absenteeism. After the team's examination of available data, we determined that our school has many strengths. We also recognize that there are areas of concern. There is one area that we would like to focus on. It is improving student attendance for students with 10% or more absences. This area will support a positive culture and environment for our school and will impact student achievement.

Our team believes that there are many root causes for our attendance concerns. The top two causes for excessive unexcused absences are: parents not understanding the importance of students needing to be in class everyday. Many parents don't understand that lessons build on each other and how critical missing one lesson can be. We want to foster a space where students and parents love school and see the value in attending daily and arriving in time.

This area of focus supports our District Strategic Plan, Theme C (Mental Health and Wellness)- Objective 1: Enhance a sense of belonging, safety, and acceptance for all students. Initiative 1a: Implement a District-wide system to ensure every student has a positive relationship with at least one adult at school and is recognized for their achievements.

Measurable Outcome:

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

Our goal is to have no more than 5% of our student population with 10 or more unexcused absences.

Monitoring:

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

This area of focus will be monitored by the attendance committee in monthly attendance meetings.

Person responsible for monitoring outcome:

Ivey Shelton (ivey.shelton@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Members of this committee will make parent phone calls

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We will implement the Attendance Intervention System- a comprehensive, school-wide system that models and promotes school attendance while supporting students and families through a layered continuum of interventions. While the Attendance Intervention System is a subset of the Multi-Tiered System of Supports (MTSS), this strategy guide focuses specifically on processes, data and interventions around attendance.

Research has shown that the following components support effective attendance intervention systems. It is important to note that while there is evidence to demonstrate the effectiveness of each component, these components are most effective when implemented together. The following components are derived from various articles and research that articulate what an Attendance Intervention System should include:

1. Create Infrastructure to Collect and Analyze Data

2. Create Partnerships to Support Family and Community Involvement
3. Develop and Implement Tiered Strategies

(from Academic Studies Leading to ESSA Rating)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

- Create Infrastructure to Collect and Analyze Data
- Meet monthly as a team to analyze student attendance

Person Responsible: Ivey Shelton (ivey.shelton@palmbeachschools.org)

By When: ongoing

- Create Partnerships to Support Family and Community Involvement
- Host Title I Parent Engagement Activities & Trainings
Host School-wide Family Events
Recognizing students who improve or maintain good attendance.

Person Responsible: Ivey Shelton (ivey.shelton@palmbeachschools.org)

By When: ongoing

- Develop and Implement Tiered Strategies
- Make parent phone calls
Send home letters
Make Home Visits
Refer families to outside agencies for support (Chrysalis, McKinney Vinto, Transportation Dept, Multicultural Dept, Migrant Dept, Migrant Dept.

Person Responsible: Ivey Shelton (ivey.shelton@palmbeachschools.org)

By When: ongoing

Policy 2.09 and Required Instruction Florida State Statute 1003.42

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By When: ongoing

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus is standards-aligned instruction to support the learning of all of our students in ELA and Math and with a focus on our identified ESSA Subgroup: SWD. This aligns with the district's Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the new B.E.S.T. benchmarks and intended learning.

Based on PM3 data, our fifth graders scored 39% proficiency on the ELA portion of the test. This is a significant gap between the district's 56% proficiency, a 17 percentage point gap. Also, our SWD subgroup only performed at 18% proficiency in ELA, 21% proficiency in Math, and 23% proficiency in Science. This data shows a drastic need to support our teachers in standards-aligned instruction and data tracking.

Measurable Outcome:

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

By May 2024, we will increase the overall ELA proficiency to 60%, Math proficiency to 65%, and Science proficiency to 55%. We will also increase our SWD proficiency by 5 percentage points in each subject area: increase to 23% proficiency in ELA, 26% proficiency in Math, and 28% proficiency in Science.

Monitoring:

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers with immediate feedback to their lessons and administration with data to make informed decisions about instruction and differentiated support for students. Our goal is to monitor for implementation and for impact.

Here at S. D. Spady Elementary, we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Roster Reviews, Informal and Formal Observations, and Professional Learning Communities.

The monitoring will be supported by key members of the leadership team including our principal, assistant principal, and magnet coordinator.

Person responsible for monitoring outcome:

Rona Tata (rona.tata@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We know that teacher collaboration can positively impact student performance. Our PLCs will be the forum in which we review of lesson plans, analyze data, provide feedback from classroom walks, review student work, discuss student progress in SBT and RTI.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Development of a PLC schedule.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs.
3. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

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

By When: September 2023

Conduct classroom walks

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

By When: weekly

Analyze data

Person Responsible: Ivey Shelton (ivey.shelton@palmbeachschools.org)

By When: monthly

Conduct informal and formal observations

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

By When: ongoing

Align to the Florida State Statutes 1003.42

Person Responsible: Ivey Shelton (ivey.shelton@palmbeachschools.org)

By When: ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to

attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State

Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Our school, regional, and district staff supports all of our identified ESSA subgroups. Listed below: Students With Disabilities (SWD)*, English Language Learners (ELL), Black/African American Students (BLK), Hispanic Students (HSP), Multiracial Students (MUL), White Students (WHT), Economically Disadvantaged Students (FRL).

Resources and allocations are focused on:

1. ESOL and ESE Resource teachers (ESOL and ESE) support during small group instruction for our SWD and ELL subgroups. Additional positions were purchased this year using Title I funds to alleviate the heavy lift that our ESE teachers carry. This directly impacts our targeted ESSA subgroup (SWD).
2. Teachers and support staff attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. They also attend training geared toward supporting students in all of our identified subgroups.
3. Professional Learning Community (PLC)/Professional Development ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Magnet Coordinator provides teachers with a variety of levels of support to ensure teacher development and growth and support small group instruction.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular data collection and review meetings is scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 24 data 47% third grade students are reading at an on-grade level data.

Kindergarten- 40% Proficient

First Grade- 21% Proficient

Second Grade- 30% Proficient

I-ready results also indicate deficiency in vocabulary at 62% school wide, leading to comprehension deficiency at 63%

SY 23 PM data

PM1 PM2 PM3

K: 64.2% 79.7% 85.2%

1 58.2% 60% 50%

2 48.6% 51.4% 70%

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

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas

While PM1-PM3 showed gains across the levels comparisons showed a decrease from FSA scores to FAST scores

FY23 FAST PM 3 FY22 FSA differences

3rd 57 65 -8

4th 64 52 +12

5th 40 59 -19

PM Data

3rd 58.9 56.9 56.3

4th 49 63.3 63.8

5th 45.1 52.9 39.2

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 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 Measurable Outcomes

The measurable outcomes for 202 are:

August 2023 May 2024

Kindergarten- 40% On Track 50% On Track

First Grade- 21% On Track 30% On Track

Second Grade- 30% On Track 40% On Track

Grades 3-5 Measurable Outcomes

Grades 3-5

May 23 May 24

3rd 57% Proficient 60% Proficient

4th 64% Proficient 65% Proficient

5th 40% Proficient 50% Proficient

Monitoring

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 impact student achievement outcomes.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and

growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards.

We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/

binder

reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Tata, Rona, rona.tata@palmbeachschools.org

Evidence-based Practices/Programs

Description:

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. §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?

Benchmark Reading series

Spire phonics program

LLI- Leveled literacy instruction

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development to

engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers.

collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the student's

need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards. Small groups make it easy

for teachers to give students the one-on-one attention they need, to observe their learning in action, and to

provide constructive feedback. Students take personalized feedback and use it during whole class instruction

and when doing homework, so the result is improved student outcomes.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated

learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness

of your teaching and learning.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to

improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an

easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

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
<p>Literacy Leadership Team consists Rona Tata Principal, Ivey Shelton Assistant Principal, Sarah Vollman, Choice coordinator/Lead teacher, Kendra Williams Media specialist</p> <p>These members along with the instructional leadership team will meet monthly to review data, discuss walkthrough findings and next steps.</p>	<p>Tata, Rona, rona.tata@palmbeachschools.org</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & amp; listening) (Professional Learning/Literacy Coaching) <ol style="list-style-type: none"> a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & amp and adjust instruction continuously 	<p>Shelton, Ivey, ivey.shelton@palmbeachschools.org</p>
<p>Professional Development</p> <ol style="list-style-type: none"> 1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions. 2. School leaders share the plan with staff in faculty meetings and PLCs. 3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively. 4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development. 5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress. 6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support. 7. The District Reading Collaboration team provides professional development to schools based on needs. 8. School provides specific PD relevant to teacher needs such as I-ready, MTTs training and specific programs needs for intervention services 	<p>Campbell, Shandrea, shandrea.campbell@palmbeachschools.org</p>