S. D. SPADY ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Palm Beach County School Board on 10/23/24.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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."

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Sarah Vollman

Position Title
Choice Coordinator

Job Duties and Responsibilities

As our Choice 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.

Leadership Team Member #2

Employee's Name
Rona Tata

Position Title
Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name
Nancy Hodge

Position Title
Instructional Coach

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name
Karen Danca

Position Title
ESE Coordinator

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name
Robin Brauner

Position Title
SBT Leader

Job Duties and Responsibilities

SBT Leader helps develop and implement instructional and or management strategies to coordinate
support resources for students with diverse needs. She
facilitates monthly meetings to address the specific needs of students who
have been identified for school based team.

Leadership Team Member #6

Employee's Name
Norma Marvil

Position Title
Teacher K-6

Job Duties and Responsibilities

SAC Chairman. Serves as the third grade team leader/teacher and facilitates the PLC.

Leadership Team Member #7

Employee's Name
Raiko Knight

Position Title
School Counselor

Job Duties and Responsibilities

Our school counselor Dr. Knight 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.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**73.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**83.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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.*	**2023-24: A** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days		9	8	9	10	10				46
One or more suspensions		0	2	3	6	2				13
Course failure in English Language Arts (ELA)		0	0	0	0	0				0
Course failure in Math		0	0	0	0	0				0
Level 1 on statewide ELA assessment		8	10	17	23	19				77
Level 1 on statewide Math assessment		4	3	11	15	18				51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	11	17	17	19				72

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		0	0	2	0	0				2
Students retained two or more times		0	0	0	0	0				0

Prior Year (2023-24) As Last 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 school days	10	13	13	8	9	6				59
One or more suspensions	1		1	1	6	6				15
Course failure in ELA	10	21	20	26	16	9				102
Course failure in Math	5	4	13	20	11	15				68
Level 1 on statewide ELA assessment				13	7	14				34
Level 1 on statewide Math assessment				15	8	17				40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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	8	5	14	21	14	21				83

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				3						3
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	63	58	57	51	53	53	58	59	56
ELA Grade 3 Achievement **	68	58	58	57	51	53			
ELA Learning Gains	65	63	60			58			58
ELA Learning Gains Lowest 25%	64	60	57			63			63
Math Achievement *	68	63	62	56	57	59		53	62
Math Learning Gains	66	65	62			63			63
Math Learning Gains Lowest 25%	57	57	52			69			69
Science Achievement *	46	57	57	51	54	54	39	59	59
Social Studies Achievement *								66	64
Middle School Acceleration								54	52
Graduation Rate								47	50
College and Career Readiness									80
ELP Progress	47	61	61	48	56	59	79		50

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

†District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	544
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	55%	61%	40%		50%	62%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%
Students With Disabilities	47%	No		
English Language Learners	51%	No		
Black/African American Students	56%	No		
Hispanic Students	66%	No		
Multiracial Students	79%	No		
White Students	71%	No		
Economically Disadvantaged Students	57%	No		

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%
Students With Disabilities	20%	Yes	2	1
English Language Learners	48%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	66%	No		
Multiracial Students	65%	No		
White Students	70%	No		
Economically Disadvantaged Students	44%	No		

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%
Students With Disabilities	40%	Yes	1	

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%
English Language Learners	57%	No		
Native American Students				
Asian Students				
Black/African American Students	60%	No		
Hispanic Students	63%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	67%	No		
Economically Disadvantaged Students	56%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	63%	68%	65%	64%	68%	66%	57%	46%					47%
Students With Disabilities	38%	40%	61%	50%	28%	56%	55%						
English Language Learners	35%	38%	71%		46%	71%							47%
Black/African American Students	51%	62%	63%	67%	62%	60%	58%	25%					53%
Hispanic Students	68%	75%	64%		70%	71%		50%					
Multiracial Students	83%				75%								
White Students	70%	71%	68%		77%	68%							
Economically Disadvantaged Students	60%	64%	60%	55%	67%	62%	60%	36%					47%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	57%			56%			51%					48%
Students With Disabilities	18%	25%			18%			17%					
English Language Learners	35%				50%								59%
Black/African American Students	35%	39%			39%			26%					53%
Hispanic Students	59%	65%			71%								70%
Multiracial Students	80%				50%								
White Students	65%	74%			74%			67%					
Economically Disadvantaged Students	40%	49%			45%			30%					57%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
English Language Learners	47%		62%		59%	62%		35%					79%
Students With Disabilities	24%		46%	50%	27%	61%	54%	20%					
Native American Students													
Asian Students													
Black/African American Students	53%		64%	70%	52%	64%	80%	22%					71%
Hispanic Students	47%		47%		73%	76%		45%					90%
Multiracial Students	65%		62%		53%	31%							
Pacific Islander Students													
White Students	78%		52%		80%	68%		57%					
Economically Disadvantaged Students	50%		52%	62%	52%	61%	68%	24%					79%

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	68%	54%	14%	55%	13%
Ela	4	61%	52%	9%	53%	8%
Ela	5	56%	57%	-1%	55%	1%
Math	3	67%	59%	8%	60%	7%
Math	4	48%	50%	-2%	58%	-10%
Math	5	80%	58%	22%	56%	24%
Science	5	46%	53%	-7%	53%	-7%
Math	6	*data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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- No longer on the ATSI LIST

	FY23 PM3	FY24 PM3	Difference (FY23 to FY24)
ELA			
3rd	49	54	+5
4th	53	52	-1
5th	52	57	+5
MATH			
3rd	55	59	+4
4th	49	50	+1
5th	53	58	+5
SCIENCE			
5th	50	46	-4

LEARNING GAINS
ELA 65%   Math 66%
Low 25 64%   57%

While Spady showed gains in almost all categories except for Science and fourth grade ELA, we are most proud of the gains in math demonstrated by our students. This school year our biggest accomplishment was coming off the ATSI list for our SWD students. Focusing on their needs in a variety of ways, we raised categories in all cells of achievement, especially the learning gains and low 25 gains. Students had daily access to grade-level material. Students were encouraged to collaborate and have accountable talk with their classmates. We believe that the biggest impact on our success was that Low 25 Students attended a daily morning tutoring program from January -March in a ratio

of four to one. Teachers created bonds and students began to improve and increase their confidence levels.

Lowest Performance

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

SCIENCE 50% to 46%

Our most significant surprise and decline this year was in our Science scores. The previous year, we had seen a notable double-digit gain, which we attributed to the newly adopted JJ program, Fair Game benchmarks in the art room, and targeted tutoring for our level two diagnostic-predicted students. With the same prescriptive approach in mind, we entered this school year expecting similar results. Initial diagnostics indicated we were on track.

This year, we will continue with our established approach while incorporating the district's new Science curriculum. We hope that, as our art teacher contributes to the learning of Fair Game benchmarks, we will build greater capacity in the higher grade levels over time.

Greatest Decline

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

According to our previous analysis, Science was our lowest-performing cell and experienced a significant drop. We were surprised by this decline, especially since all the preparation indicators suggested success. Several students scored just a point or two below proficiency. This year, we plan to focus on improving test stamina and strategically look at our testing window the exam within the testing window to minimize the risk of testing fatigue.

Greatest Gap

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:

	FY23 PM3	FY24 PM3	Difference (FY23 to FY24)
ELA			

3rd	49	54	+5
4th	53	52	-1
5th	52	57	+5

MATH

3rd	55	59	+4
4th	49	50	+1
5th	53	58	+5

SCIENCE

5th	50	46	-4

LEARNING GAINS
ELA 65%   Math 66%
Low 25 64%   57%

The data component with the biggest gap is fifth grade Science. This data shows that we were four percentage points below our last year's achievement. The contributing factors and trends are mentioned above.

EWS Areas of Concern

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 that 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.

Highest Priorities

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

Our highest priorities are:

- To improve the fifth grade science.
- To continue improve reading and decrease the numbers of potential retentions in third grade.
- 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 intrinsic value in attending daily and

arriving in time.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Maintaining a focus on standards-based instruction in Science allows us to increase student achievement while aligning with the District's Strategic Plan, specifically Theme A-Goal 3: Academic Excellence and Growth. Our first instructional priority is to deliver content, concepts, and skills that align with benchmarks and intended learning outcomes.

Our second priority is to enhance instructional practices by supporting teachers in planning, implementing, and assessing high-quality, standards-based lessons that emphasize students doing the cognitive work. By strategically prioritizing standards-based instruction, we ensure best practices across all content areas, helping students reach their full potential. Our goal is to foster a culture of high expectations and continuous learning by exposing students to rigorous academic standards.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By February 2025, we will see the overall percentage of students proficient on the Science FCAT at diagnostic time. We will see our proficiency rate grow by 3% moving from a 46% to a 49% by March 2025 it is our goal to improve Science by 5% moving from 46%- 51% in proficiency.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring is a key detail in achieving student progress. The principal and Assistant Principal will ensure the desired outcomes are being achieved. This monitoring process involves regular assessment and evaluation of school-wide data, such as curriculum, teaching methods, student support services, and overall school climate.

The curriculum at Spady will be continuously monitored to ensure that it aligns with the learning outcomes and standards. This will be done through PLCs, analysis of student performance data, and feedback from teachers and students. Ongoing monitoring of the curriculum will help identify areas that need improvement or revision; leading to better instructional practices and ultimately improved student achievement outcomes. The effectiveness of teaching methods will be monitored through classroom observations, teacher evaluations, and student feedback. Ongoing monitoring will help identify teachers who may need additional support or professional development to enhance their instructional strategies. By continuously evaluating teaching methods, the leadership team at Spady can ensure that high-quality instruction is being provided, which will positively impact student achievement outcomes.

Person responsible for monitoring outcome
Leadership team: Principal, Assistant Principal Choice coordinator (acting Science coach)

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, processes, and products. 2. tutoring programs to ensure learning supplemented with additional resources and teacher support. 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:
1. Incorporate small group instruction utilizing USA data and unit assessments 2. Students who participate in the FCAT tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. 3. PLCs and PDs allow teachers and leadership an opportunity to collaborate, to analyze data, and make decisions to improve student achievement and progress.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
tutorials

Person Monitoring:
Sarah Vollman

By When/Frequency:
Tutorials will begin during the second semester in January. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through the end of the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Analyze student data to determine students for tutorial groups and the support necessary. 2. Choose research-based supplemental materials and resources during tutorials. 3. Analyze teacher classroom data to determine who will be tutors. 4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. 5. Students will be selected and grouped for pullout tutorials, based on the results from FAST/ USAs, and Winter Diagnostics.

IV. Positive Culture and Environment

Area of Focus #1

Student Retentions

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At the close of the SY24 five, third grade students scored level one. Three of the five students made good cause at the end of last year and two students attended summer school with the outlook of a retention. In alignment with the districts strategic plan, third grade achievement and academic success is a priority.

#7. Policy 2.09 and Required Instruction Florida State Statute 1003.42
In addition, we will adhere to the expectations of Policy 2.09 and the Required Instruction of 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 and ensure a single school culture of excellence and
appreciation of multicultural diversity for all. 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. Stakeholders play a key role in school performance and addressing equity.
1. Our school will infuse the content required by Florida Statute 1003.42(2), Required Instruction, (See the matrix within the Student Progression Plan,

which is incorporated in School Board Policy 8.01) and S.B. Policy 2.09 (8)(b)(ii), including but not limited to:

A. History of Holocaust,

B. History of Africans, and African Americans,

C. Hispanic Contributions,

D. Women's Contributions,

E. Sacrifices of Veterans and the value of Medal of Honor recipients.

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life

liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student Outcomes:

Reducing the amount of third grade level one students and the possibility of retention by 50% (six to three) by the end of the year SY25.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will take place:
- Classroom observation
- Scheduled pulling of Tutorial data (attendance)
- Scheduled pulling of Attendance data
- Student formative assessment results

Person responsible for monitoring outcome

Principal- Rona Tata and Supplemental Academic support teacher (SAI) Robin Brauner

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Implementation of morning tutorial program using performance coach as well as implementation of Triple i using Leveled Literacy Intervention (LLI)

Rationale:

Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment foster a supportive and enriching atmosphere, create learning conditions that address the needs of all students, and ensure that individuals are clear about their roles and relationships in the learning process. Such a culture emphasizes trust, respect, and high expectations. Additionally, stakeholders play a crucial role in enhancing school performance and advancing equity

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
tutorials to address the retained 3rd grade students and the potential 3rd grade students

Person Monitoring:	**By When/Frequency:**
Rona Tata and Robin Brauner	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Morning tutorial will focus on struggling third grade readers and low 25, in an attempt to close the achievement gap. Student progress will be tracked through I ready, FSQ and USA as well as monitoring student attendance, maintaining low teacher-to-student tutoring ratios, and fostering positive working environments to enhance mentoring and boost self-esteem.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

https://www.palmbeachschools.org/SDSpadyElementary
SAC meetings
Weekly School NewsEletter- Things to know

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

- **District Parent Family and Engagement (PFEP)**:

The School District's Parent Family and Engagement Plan has been posted to our school's website. You can view it by following the steps below:

1. Go to: https://www.palmbeachschools.org/SDSpadyElementary
2. Click on Title I Information
3. Click on FY25 District Parent Family and Engagement Plan (PFEP)
4. Select the language of your choice

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

Through classroom management, aggressive monitoring, early identification of special needs; distinguishing between developmental delays and behavioral concerns, effective reading strategies, and training on better engaging families such as parent communication/newsletters, and Teacher to Student Skills for Learning and Life (SLL) Training.
Teachers will be trained on how to build parent capacity during Literacy Night to support student learning at home. Literacy Night focuses on reading foundational skills - fluency, vocabulary development, phonics, and phonemic awareness. Teams will use data to create make and takes, and provide families with strategies to support literacy at home.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

N/A

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

N/A

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

N/A

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

NA

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

NA

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00