
Title I Comprehensive Schoolwide Plan
S. D. SPADY ELEMENTARY SCHOOL (0881)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

K: 0% of our kindergarten students scored in the red on the fall FY22 iready as compared to 17.9% on the fall FAST assessment. (Winter FAST 15.63%) This is a difference of 17.9%. 4th: Last year, 65% of our 4th grade students were proficient as 3rd graders on the FSA as compared to 64% projected to be proficient (on track) on PM2. This is a decrease of 1 point. 5th: Last year, 52% of our 5th grade students were proficient as 4th graders on the FSA as compared to 53% projected to be proficient (on track) on PM2. This is a decrease of 1 point.

2. List the root causes for the needs assessment statements you prioritized.

There are still more standards to be taught There is a new test (computer based) Lack of background knowledge and exposure Limited vocabulary- When students answer context clue questions. They know what the word means, but do not know what the answer choices mean. Need more time in the reading and writing block Students lacking foundational skills (phonics and phonological awareness) Lack of motivation and endurance Limited parent involvement No reading for pleasure at home

3. Share possible solutions that address the root causes.

A double down teacher in the classroom Themed Literacy Night Field trips to build students background knowledge Create ways to offer experiences Volunteers to read with students /Big kids reading to littles Montessori word study Building independence More enticing tutoring language Read alouds Summer Slide preparation training Books reports and presentations Homework/book bags Tutoring & Enrichment clubs I ready labs Educate parents about the new FAST test Invite community partners to support our families Professional development Paid summer planning for teachers Substitute coverage for professional development

4. How will school strengthen the PFEP to support ELA?

Communication via parent link, student's Friday folder, and Friday e-mail/text blast out

- Parent Training

Testing strategies, Training on how parents can help with homework

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

provide high-quality instruction communicate with students and families about individual student progress provide parent trainings to support student learning

- Students

attend school regularly and on time. do homework be respectful and follow rules

- Parents

make sure students attend school regularly and are on time check red folders monitor the completion of homework assignments reinforce school's rules and positive behavior. attend parent trainings

- Staff Training

How to conduct an effective parent conference, trainings on the new standards

- Accessibility

Trainings with virtual options and convenient times for parents

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

K: 0% of our kindergarten students scored in the red on the fall FY22 iready as compared to 24.8% on the fall FAST assessment. (Winter FAST 21.27%) This is a difference of 24.8%. 4th: Last year, 75% of our 4th grade students were proficient as 3rd graders on the FSA as compared to 64% projected to be proficient (on track) on PM2.This is a decrease of 11 points. 5th: Last year, 60% of our 5th grade students were proficient as 4th graders on the FSA as compared to 58% projected to be proficient (on track) on PM2.This is a decrease of 2 points.

2. List the root causes for the needs assessment statements you prioritized.

Students struggle with fact fluency All standards have not been taught We have new standards- Need to build teacher capacity, instructional delivery, District resources don't always align or prepare students for the assessments Lack of parent involvement- making sure students do their homework The current 3rd grade students are COVID kids who lost foundation of skills rigor of class Vs assessment Backwards design difficult due to district late release of tests No time to catch up When students are absent, they miss out of important concepts

3. Share possible solutions that address the root causes.

Continuing 99math Resources: programs such as Reflex math and fast math Teacher training, coverage for substitutes Learning walks at other schools Math tutoring Montessori Math manipulatives Parents trainings on the new math and engagement strategies Math iii i-Ready labs

4. How will school strengthen the PFEP to support Math?

• Communication

Communication via parent link, student's Friday folder, and Friday e-mail/text blast out

• Parent Training

Testing strategies, Training on how parents can help with homework

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

provide high-quality instruction communicate with students and families about individual student progress provide parent trainings to support student learning

- **Students**

attend school regularly and on time do homework be respectful and follow rules

- **Parents**

make sure students attend school regularly and are on time check red folders monitor the completion of homework assignments reinforce school's rules and positive behavior attend parent trainings

- **Staff Training**

How to conduct an effective parent conference, trainings on the new standards

- **Accessibility**

Trainings with virtual options and convenient times for parents

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

35.3% of students scored a level 3 or higher on the 2023 Winter Science Diagnostic. This is a decrease of 3% as compared to last school year.

2. List the root causes for the needs assessment statements you prioritized.

Not taught with fidelity until upper grades Not enough time to teach and do labs Limited background knowledge limited money and time for experiments Time being taken away to teach ELA and Math

3. Share possible solutions that address the root causes.

Science Night with hands on experiences Create background knowledge in pre-k and K More experiences and field trips Resources/programs that supports instruction: JJ Bootcamp Science clubs Instructional training and walkthroughs Better use of science lab Science tutoring Use of Montessori Science lessons that match fair game benchmarks STEAM room to match science and art on the wheel

4. How will school strengthen the PFEP to support Science?

• Communication

Communication via parent link, student's Friday folder, and Friday e-mail/text blast out

• Parent Training

Testing strategies, Training on how parents can help with homework

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

• School

provide high-quality instruction communicate with students and families about individual student progress provide parent trainings to support student learning

• Students

attend school regularly and on time do homework be respectful and follow rules

- **Parents**

make sure students attend school regularly and are on time check red folders monitor the completion of homework assignments reinforce school's rules and positive behavior attend parent trainings

- **Staff Training**

How to conduct an effective parent conference

- **Accessibility**

Trainings with virtual options and convenient times for parents

Action Step: Classroom Instruction

Provide differentiated and individualized instructional support and resources for students identified as needing additional instructional support to meet instructional standards to increase overall academic learning gains in English Language Arts and Mathematics.

Budget Total: \$132,990.00

Acct Description	Description
Resource Teacher	Literacy and Math Resource Teacher to provide pull-out instruction for students in grades Kindergarten through fifth identified as requiring supplemental supports or tiered intervention.
Resource Teacher	Resource Teacher to provide Reading and Mathematics pull-out instruction for students in grades Kindergarten through Fifth (5th) identified as requiring supplemental academic supports.

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pens	1	\$6.63	General Supplies	Original	\$6.63
	Spire- Level 1 Teacher Edition (for literacy intervention)	1	\$79.00	Instructional Materials	Original	\$79.00
	LLI Kit (Blue)	1	\$3,550.00	Instructional Materials	Original	\$3,550.00
	JJ Bootcamp Speed Bags	123	\$29.00	Instructional Materials	Original	\$3,567.00
	2nd iReady Magnetic Readers	65	\$15.00	Instructional Materials	Original	\$975.00
	2nd iReady Magnetic Readers Teachers Edition	4	\$32.95	Instructional Materials	Original	\$131.80
	Spire- Level 2 Student Workbooks (for literacy intervention)	25	\$22.69	Instructional Materials	Original	\$567.25
	LLI Kit (Green)	1	\$3,650.00	Instructional Materials	Original	\$3,650.00
	Spire - Level 1 Student Workbooks (for literacy intervention)	28	\$22.69	Instructional Materials	Original	\$635.32
Online subscription	Item	Quantity	Rate	Type	Total	
	Storyworks GR 3-5 - ELA	175	\$6.00	Original	\$1,050.00	

Action Step: Parent Engagement

Increase parent capacity by providing direct parent training, experience, and background knowledge in core content for all parents and families.

Budget Total: **\$2,642.75**

Acct Description	Description								
Enrichment Contracts	Item	Quantity	Rate	Type	Total				
	Cox Science Museum STEM Parent Night	1	\$800.00	Original	\$800.00				
Supplies	Item	Quantity	Rate	Supply Type	Type	Total			
	Shipping	1	\$5.75	General Supplies	Original	\$5.75			
	Color Toner for printing communication	4	\$275.00	Technology	Original	\$1,100.00			
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified staff to plan for parent trainings & parent phone calls (1 each trimester)	1	\$25.00	3	5	1	Certified	Original	\$375.00
	Non-certified Staff to plan for parent trainings & parent phone calls (1 each trimester)	1	\$15.00	3	4	1	Non-Certified	Original	\$180.00

Action Step: Professional Development

Need Action Step Verbiage

Budget Total: \$0.00

Acct Description	Description
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Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

The S. D. Spady Elementary family of students, teachers, staff and parents strive to create an academic environment that supports student achievement by enlisting parents and family members to participate in the learning process. The parent and family engagement plan consists of the participation of parents and families in a school and family partnership that helps students achieve success intellectually, socially, and emotionally. We will strive to create a collaborative student and parent learning center that fosters academic achievement for all stakeholders.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is

reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

These stakeholders serve as leaders and represent various segments of the campus. Staff, parents and community stakeholders are elected by their representative peer groups at the first SAC meeting of the school year. They are elected to represent the population the school serves.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders will participate in multiple meetings to discuss and develop the CNA, SWP, and PFEP. The meetings are the Leadership CNA Meeting on 3/6/23, Staff Meeting on 3/8/23, Stakeholder Meeting on 3/8/23, Budget Planning Meeting on 3/30/23, SWP Meeting with Title I Specialist on 3/32/23, and the PFEP Meeting on 4/5/23 & 4/10/23.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

The stakeholders provided input during the CNA. This information was taken into consideration to determine the need for a K-5 full-time SAI position, part-time K-5 SAI position, classroom resources, family engagement activities (Science Night), staff to support parent trainings, and supplies.

Name	Title

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

Each year, families are invited to attend this meeting at the beginning of the school year to learn more about our school-wide Title I Program and the requirements of Title I. This meeting will be held in the media center on Wednesday, September 13, 2023 at 6:00 p.m.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents, teachers and the community will be notified of the Annual Meeting via parent link, students' Friday folder, and Friday Blast Out, as well as flyers available at the front desk

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Materials needed to host the meeting are flyers/invitations, Sign-in Sheets, Title I Annual Meeting Presentation, FY24 PFEP Summary and Compact.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Hosting Effective Parent Conferences

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to effectively conduct a parent conference that includes the following: review of school-parent compact, review/acknowledgement student behavior, Student academic status, local and state assessments, parent strategies to support student achievement at home, parent conference note-taking, and parent conference roleplay. Sharing materials/digital resources for parents to support learning at home.

- What is the expected impact of this training on family engagement?

The anticipated impact on family engagement is parents walking away with a clear understanding of their child's academic/behavioral performance, next steps for the student, and ways they can support their child's learning as evidenced by 80% satisfactory rating on parent conference surveys.

- What will teachers submit as evidence of implementation?

Sample parent conference notes, parent conference surveys, and documentation showing how teachers shared the information and strategies with parents.

- Month of Training

August

- Responsible Person(s)

Ms. Shelton and Dr. Knight

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Building Student & Family Engagement through Ongoing Communication

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn strategies and tools that lead to student engagement in the classroom and parent involvement outside of the classroom through ongoing communication through ClassDojo, Newsletters, SIS Parent Gateway. Also, materials and digital resources that parents can use at home to support learning.

- What is the expected impact of this training on family engagement?

Based on the evaluation of the training, teachers will have a better understanding of building engagement and will indicate that they will implement the strategies. We expect that family engagement will increase through the ongoing and positive communication between teachers and parents.

- What will teachers submit as evidence of implementation?

Sample newsletters, email communication, and other information and strategies teachers share with parents.

- Month of Training

September

- Responsible Person(s)

Ms. Shelton and Dr. Knight

4. Reflection/Evaluation of Training #2

- Number of Participants

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

No

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

SLL Parent Training

- What specific strategy, skill or program will parents learn to implement with their children at home?

To teach families specific SLL strategies to help support their child in building skills for life and learning.

- Describe the interactive hands-on component of the training.

Parents will learn the research that supports SLL and receive specific strategies; specific language and encouraging words to use at home and be able to role play the supportive communication lines and exchanges in certain scenarios.

- What is the expected impact of this training on student achievement?

The expected outcome is to provide the opportunity for parents to learn strategies they can use at home to support their child's social emotional well-being. With this training, what we do in the classroom (SLL strategies) is extended at home.

- Date of Training

October 10, 2023

- Responsible Person(s)

Dr. Knight

- Resources and Materials

agenda, presentation, handouts

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

N/A

2. Reflection/Evaluation of Training #1

- Name of Training

Technology: Resources and Safety Training

- Number of Participants

This training will teach parents about educational tools that are available to support their child's learning at home. It will also teach them about safeguards they can put in place to ensure their child is safe while online.

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

Yes

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Technology: Resources and Safety Training

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

This training will teach parents about educational tools that are available to support their child's learning at home. It will also teach them about safeguards they can put in place to ensure their child is safe while online.

- **Describe the interactive hands-on component of the training.**

This will be a hands-on, interactive training where parents will have access to chromebooks.

- **What is the expected impact of this training on student achievement?**

Parents will be equipped to supervise their children while online and will be aware of appropriate educational online tools.

- **Date of Training**

January 23, 2024

- **Responsible Person(s)**

Mrs. Shelton and Mrs. Tata

- **Resources and Materials**

Presentation, handouts, agenda, chromebooks

- **Will use funds for refreshments as noted in SWP:**

No

- Amount (e.g. \$10.00)

N/A

4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Interactive Science Parent Training

- What specific strategy, skill or program will parents learn to implement with their children at home?

This training will teach parents about the science standards, state assessment, and fun science activities they can do with their students at home.

- Describe the interactive hands-on component of the training.

There is an interactive component that will allow parents to participate in science experiments.

- What is the expected impact of this training on student achievement?

Parents will be knowledgeable about the science standards and feel prepared to support their child's learning at home.

- Date of Training

February 27, 2024

- Responsible Person(s)

Ms. Vollman

- Resources and Materials

agenda, presentation, handouts

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

N/A

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

Yes

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Provide support with translating documents, supporting with Access Testing, and coming to events to support with translations to provide support our ELL families.

- Based on the description list the documentation you will provide to showcase this partnership.

Email communication requesting translated documents and translations for parent events and support with Access Testing, flyers, and information to share with families.

- Frequency

For each parent training

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Community Green

- Describe how agency/organization supports families.

Community Green provides "trees for shade" to help cool off and beautify our campus. It allows our students to learn about how trees contribute to a healthy and safe environment. It also provides an inviting atmosphere for our parents when they visit our campus.

- Based on the description list the documentation you will provide to showcase this partnership.

Photos, correspondence with Community Green, Thank you letter

- Frequency

Once a year

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Roots and Wings

- Describe how agency/organization supports families.

Roots and Wings provides funding for 3rd grade tutorial and teacher recognition. Their support of our students helps to fill in the gaps that some of our students face. It also provides academic support that some of our parents are not available or equipped to provide at home. They support parents by providing free tutoring and they can use their family finances for other needed items.

- Based on the description list the documentation you will provide to showcase this partnership.

Photos, sample lessons, communication with Roots and Wings, Thank you letter

- Frequency

ongoing

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

We will communicate in an on-going and timely manner using a variety of methods including parent-link, Friday Blast Out, Friday red folders, handouts at the front desk, and the website.

- **List evidence that you will upload based on your description.**

Screenshots and photos of parent-links, Friday Blast Outs, handouts at the front desk, and the website.

- **Description**

This information will be shared with parents at one of the parent trainings focused on new standards and new state testing. Curriculum and proficiency levels are also shared with parents during Open House, conferences, and SAC.

- **List evidence that you will upload based on your description.**

Copies of SAC agenda, handout, and Open House presentation, conference notes.

- **Description**

This information will be shared with parents at one of the parent trainings focused on new standards and new state testing. Academic assessments and student progress are also shared with parents during conferences, SIS Gateway, IEP/LEP meetings, and SAC.

- **List evidence that you will upload based on your description.**

Copies of conference notes, report cards, progress reports, assessment results

- **Description**

Parents will be invited to the annual Title I Meeting and will be invited to provide feedback at each parent training. We invite parents to be part of the decision making by attending conferences, EP/LEP meetings, and SAC.

- List evidence that you will upload based on your description.

Copies of training surveys and agenda minutes from the annual Title I meeting, sample of conference notes, sample of SAC invitation.

- Description

We encourage all families to attend meetings and events. School staff will provide supports needed for all families to be able to participate and be engaged in their child's education. We provide translated documents and virtual option. We invite parents to conferences, IEP/LEP meeting at a time that is convenient to them.

- List evidence that you will upload based on your description.

Google meet summaries and copies of handouts, invitations with link, conference notes,

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

We encourage all families to attend meetings and events regardless of the language they speak. We provide translated documents (academic reports and flyers) as well as translation by our CLF.

- **List evidence that you will upload based on your description.**

Photos, translated communication shared with parents (ie. flyers, handouts, agendas), email correspondence from Multicultural Department documenting requests translation assistance, FY24 Compact and PFEP Summary based on Federal Guidelines.

- **Description**

We encourage all families to attend meetings and events regardless of disabilities. Our school building is ADA compliant (parking, ramp, elevator, audio enhancement etc.) to accommodate our stakeholders. We ask that our families share accommodations they may need. We will do our best to accommodate them.

- **List evidence that you will upload based on your description.**

photo of staff providing support for parents, sign-in sheets, notes when vision or hearing support was provided, sample of request to District for staff to support parents, photos of handicapped parking, ramps, seating, elevators, audio enhancement, agendas, sign-in sheets.

- **Description**

We encourage all families to attend meetings and events. We invite any of our families who are engaged in migratory work to reach out so we can discuss how to best support them. We support our families with donations of school supplies to support their child's learning.

- **List evidence that you will upload based on your description.**

home visit notes, school staff referrals to Migrant Department, meeting notes, flyer of services offered, translated letters, CLF/sign language facilitator timesheets, photos of donated supplies

- Description

We encourage all families to attend meetings and events. We invite any of our families experiencing homelessness to reach out so we can discuss how to best support them. We support our families with donations of school supplies to support their child's learning.

- List evidence that you will upload based on your description.

notes on services/support provided, copy of referral email, McKinney-Vento program flyer of services offered, email seeking support for families, flyers, photos of donated supplies

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

2. Activity #2

- Name of Activity

N/A

• Brief Description

N/A

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Building students' non-academic skills at S.D. Spady evolves around Spady's community and its Montessori approach to Peace Education. As a community we are committed to working together to provide our students' with a safe and nurturing environment along with academic excellence. S.D. Spady encourages their students to become lifelong learners with skills of self-regulation, time-management, a growth mindset, and communicative skills. The social-Emotional environment stems from our Montessori philosophical approach and practice which fosters rigorous, self-motivated growth for our students. Our caring classrooms have purposeful work that gives our students the opportunity to develop a strong foundation of knowledge and compassion. The Integral part of our students' growth are the teachers and the prepared environment. The teachers are the students' guides who encourage the children to be self-reliant and confident. Every classroom demonstrates and embraces the idea that our students are an integral part of S.D. Spady and its community. Every classroom has a peace area; this concept serves as a place and a reminder for students to work out their problems by talking about them, sharing their feelings, and understanding one another more deeply. It helps students remember that physical force should not be used as a tool to solve an issue or a problem. We teach our students' that Safety - Ownership - Attitude - Respect are imperative in our school culture S.O.A.R. Our school culture is important as it provides a healthy and positive approach; all students experience equally supportive learning environments and opportunities that help them learn and thrive. These are shared norms, values, and beliefs that result in consistency with administrators, teachers, and student practices. We also 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

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

In order to identify students who need additional support, we use the decision tree protocol which uses a variety of factors. We look at iReady, FAST, and reading record data. We also look at classroom assessments and teacher observations. The amount of support that a student needs is based on the level at which they are struggling or behind in their grade level expectations which is measured by the percentile rank of I-Ready and the FAST test. Tier 1 instruction is the classroom instruction that all students receive. All students in grades K-5 are taught reading using the benchmark curriculum. Teachers also provide small group differentiated instruction targeting the instructional needs of students. Tier 2 instruction for reading is done with the homeroom teacher during the 30 minute iii time which is outside of the 90 reading block. Tier 2 decision tree students have scored between 21st-30th percentile for grades 3-5. K-2 is 10th-24th percentile. Tier 3 interventions are identified as those scoring at or below the 20th percentile for grades 3-5. In K-2 Tier 3 is for those performing below 10th percentile. Students are provided with these interventions during other times during the day outside of III and the 90 reading block. This can be during science/social studies, fine arts, PE/Listening or lunch. All Tier 2 and 3 students are often monitored with EasyCBM or Acadience. Parents are informed of reading deficiencies via a Progress Monitoring Plan that outlines the area of focus and intervention. Parents also receive an initial Reading Deficiency Letter and subsequent monthly Parent Written Notification Letters.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Instructional needs are determined through data dives that occur in weekly Professional Learning Community(PLC) meetings of each grade level and monthly through Instructional Learning Team meetings. Data is analyzed and students are discussed individually and placed into small groups with purpose. Also at the PLC meetings lessons are planned for the entire team by teachers with the support of administration and academic coaches using district lesson plans and district curriculum to ensure that lessons taught daily are aligned to standards. Several clubs and electives that guarantee a well-rounded education are offered through the school year. Chorus, Science Club, Environment Club, Gardening Club, Health Club, Lego and Robotics Club, Coding Club, Safety Patrol Club, Montessori Model United Nations Club(MMUN) and App Club are available to students of all ages. We also offer piano lessons, skateboarding lessons, and tennis lessons after school. Career day occurs annually to expose students to jobs and skills needed in the future. Our chorus travels regularly to New York to sing at Carnegie Hall, our MMUN club travels annually to New York to participate with students from around the world to debate and attempt to solve problems, holding a closing session at the United Nations, and our Safety Patrol club travels annually to Washington DC to experience American History first hand. We also offer evening events for families to attend together - STEAM night and Movie nights. From an early age our children are taught grace and courtesy through classroom lessons that directly prepare them for real life and students take part in hands-on lessons from an early age to ensure that instruction is individualized and meaningful to them. Students excel in communication, critical thinking, and personal self management all skills that are needed for a future successful career. Giving students opportunities to enrich their education through clubs and activities creates positive attitudes, a sense of teamwork, and overall higher aspirations for students as they continue on their education path and eventually join the workforce.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Academically, S. D. Spady offers accelerated math program called AMP. S. D. Spady also provides extra activities for career readiness and includes inspirational celebration days such as Career Day and dress as your favorite profession. Some of our clubs include Teachers of Tomorrow club, Computer Coding club, and SECME/Robotics club. Our student have opportunities to participate in enriching field trips. Some of our previous field trips include a coding field trip to the Apple store and Microsoft as well as a hands on software developing field trip to Facebook Miami and Legoland.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

S. D. Spady is an amazing school that offers an education for students as young as 3 years to attend public school while getting the added bonus of a Montessori education. Spady has consistently offered on-site tours for prospective parents from Prek-3 to Kindergarten. All students are offered an opportunity to “meet the teacher” on a specific day assigned by the school admin team. Our Montessori background provides a looping for all early childhood students from Prek3 through Kindergarten, first through second, and fourth through fifth. This provides stability and other added benefits. Pre-school students are exposed to kindergarten standards through district wide curriculum and the Montessori components.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Our professional development currently focuses on increasing student engagement inside the classroom and family involvement outside of the classroom through consistent communication using such tools as Class Dojo, newsletters, SIS Parent Gateway, parent-teacher conferences, etc. Additionally, parents will be able to use QR math codes provided by Savvas Realize textbook to access student lessons and helpful videos that assist in the mastery of standards at home. Reading support for parents can be accessed through iReady diagnostic reports sent home every trimester allowing parents to compare growth in various literary Benchmark standards. We also offer training sessions which help teachers align their Montessori lessons with state benchmarks. These lessons are live and recorded to allow teachers to review content prior to use in classrooms. We also have trainings focused on disaggregating iReady data and preparing teachers for iReady instruction using the Magnetic Reader.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

The majority of staff at S.D Spady Elementary has an average tenure of 11 years. There is a sense of pride that our staff takes working here because most of our teachers hold a dual certification, one in Elementary Education and the other in Montessori Education. Montessori teachers have a language unto themselves that few other educators understand. It is a bonding knowledge and by default keeps our teachers taking care of one another. Retention of our staff happens organically. Admin values the working team at Spady. We work especially hard at developing team relationships and honoring hard work. Admin makes an ongoing effort to try and attract teachers that have the same Montessori mindset. We attend job fairs with our district, collaborate with HR, we belong to Montessori organizations and participate in Social media. Our most successful recruits come from growing student teachers from nearby Universities. These young students have often never experienced or heard of Montessori methods and are easily drawn into peaceful education and community mindsets.