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

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# ELA

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

## 1. List prioritized needs statements.

- 38.46% of our K to 2nd grade ESE students are proficient based on SY24 PM2 Star Reading as compared to 41.73% district proficiency. This is a deficit of 3.27%. - 55.88% of our K to 2nd grade white students are proficient based on SY24 PM2 Star Reading as compared to 68.79% district proficiency. This is a deficit of 12.91%. - 18% of our 3rd grade ESE students are proficient based on SY24 PM2 as compared to 34% proficiency on SY23 PM2. This is a 16% decrease in proficiency. - 25% of our 4th grade ESE students are proficient based on SY24 PM2 as compared to 43% proficiency on SY23 PM2. This is an 18% decrease in proficiency. - 0% of our 5th grade ESE students are proficient based on SY24 PM2 as compared to 43% proficiency on SY23 PM2. This is an 43% decrease in

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

- Students lack fluency when reading. - Students have limited vocabulary. - Students lack the background knowledge to connect to unrelatable and historical text. - Difficulty aligning student reading deficiencies to iii groups. - Students lack stamina for the length of state assessments. - Lack of foundational skills (phonics, decoding strategies, vocabulary development) - Lack of parent capacity and knowledge of how to support learning at home - Lack of materials/resources/technology

## 3. Share possible solutions that address the root causes.

- Repeated reading - More exposure to reading and field trips to build background knowledge. - More reading at home - Montessori word study - Read Alouds - Provide training and support for teachers to implement explicit lesson planning to support differentiated learning - Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on (phonics, decoding strategies, and vocabulary development)

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

### • Communication

Communication via parent link, student's Friday folder, and Friday's 'Things to Know' email. Training with virtual options, after-hours, and phone conferences. Continue to strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

- **Parent Training**

How to ask your children various levels of DOK questions, Independent functioning, Portal Resources for Literacy, Conscious discipline, Reading strategies for home, using technology at home, ELA trainings to support students at home, Montessori training, Share how parents can access student scores and other information in the SIS Gateway, and in-depth iReady training from iReady reps. Parents will be given literacy materials/activities to help support their child at home. (examples: books to read at student's independent level with question stems for parents to ask as they are reading the text to check for comprehension and foundational skills.

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, and have more field trip opportunities. - providing families with specific strategies and resources to support their child's learning at home

- **Students**

Attend school regularly and on time, do homework, be respectful and follow rules. - practicing what is being taught in school at home and completing homework

- **Parents**

Make sure students attend school regularly and are on time, check red folders, monitor the completion of homework assignments, and reinforce school's rules and positive behavior. - supporting their child's learning at home by practicing skills, assisting with homework, reviewing and signing agendas daily - ensuring that students attend school every day on time and ready to learn

- Staff Training

Classroom Management, Aggressive Monitoring, identifying special needs earlier, understanding the difference between developmental delays and behavior concerns, reading strategies, trainings on how to better engage families (parent communication/newsletters), and Teacher to Student SLL Training. Teachers will be trained on how to build parent capacity during Literacy Night to support student learning at home. Literacy Night focusing on reading foundational skills -fluency, vocabulary development, phonics, phonemic awareness - Teams will use data to create make and takes, and provide families with strategies to support literacy at home.

- Accessibility

Improve the way we share services and support offered by the school and district. Maybe add a "Guidance Corner" to the weekly Things to Know - Continue to provide support to all families as needed (Migrant and Homeless) - Continue to provide information to families in their native language to ensure parent engagement and support

## Math

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

### 1. List prioritized needs statements.

- 12.5% (2/25) of our low 25 students are on grade level based on the SY24 PM2. - 1% (1/39) of our 4th grade students are on grade level based on the SY24 PM2. - 1% of our ESE students are proficient based on the SY24 PM2 as compared to 40% on the SY23 PM3.

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

- Parents aren't able to assist with strategies at home. - Students display off task behaviors. - District pacing is too fast. - Small groups could use double down support. - Lack of fundamental skills (additional, subtraction, multiplication, and division facts) - A large gap between level 1 and level 3 - Lack of ability to think critically and word problems and apply operations appropriately - Lack of parent capacity and knowledge of how to support learning at home

### 3. Share possible solutions that address the root causes.

- Parent trainings on math strategies - Parent involvement trainings - Continue to provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on (addition, subtraction, multiplication, and division facts) - Staff trainings on student engagement - Continue to provide training and support for teachers (new teachers, math teachers, etc.) to implement explicit lesson planning to support differentiated learning - Longer math block - Continue 99math - Continue to provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (manipulatives, technology, online resources, and more)

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

#### • Communication

Communication via parent link, student's Friday folder, Friday's 'Things to Know' email, offer trainings with virtual options, and better communication of volunteer opportunities. Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

#### • Parent Training

How to ask your children various levels of DOK questions, Independent functioning, Portal Resources for math, Conscious discipline, math strategies for home, and using technology at home, Math trainings to teach parents new math, Montessori training, Share how parents can access student scores and other information in the SIS Gateway, and in depth iReady training from iReady reps. Parents will be given math materials/activities to help support their child at home. (examples: level one and level two depth of knowledge questions, flashcards, and materials to increase student fluency) Math trainings that are grade level specific (foundational skills- fluency, additional, subtraction, multiplication, and division facts) - understanding grade level progression and activities to support learning at home

### 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, and have more field trip opportunities. - providing families with specific strategies and resources to support their child's learning at home

- Students

Attend school regularly and on time, do homework, be respectful and follow rules. - practicing what is being taught in school at home and completing homework

- Parents

Make sure students attend school regularly and are on time, check red folders, monitor the completion of homework assignments, and reinforce school's rules and positive behavior. - supporting their child's learning at home by practicing skills, assisting with homework, reviewing and signing agendas daily - ensuring that students attend school every day on time and ready to learn

- Staff Training

Classroom Management, Aggressive Monitoring, identifying special needs earlier, understanding the difference between developmental delays and behavior concerns, and math strategies, trainings on how to better engage families (parent communication/newsletters), and teacher to student SLL Training. Teachers will be trained on how to build parent capacity during Math Night focusing on foundational skills (basic facts for addition, subtraction, multiplication, and division) - Teams will use data to decide strategies, standards, or skills that students need support with and look for resources to develop make and takes for parents to support math at home.

- Accessibility

Improve the way we share services and support offered by the school and district. Maybe add a "Guidance Corner" to the weekly Things to Know - Continue to provide support to all families as needed (Migrant and Homeless) - Continue to provide information to families in their native language to ensure parent engagement and support

## Science

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

1. List prioritized needs statements.

Our current science diagnostic proficiency is 62%. Our goal is 65%. We are 3 percentage points away from our goal.

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

- Lack of montessori science lessons with appropriate nomenclature. - Students lack science vocabulary - Fair game standards that children have to remember from previous school years. - Lack of parent capacity to support learning at home

3. Share possible solutions that address the root causes.

- Field trips with hands on experience - Experiments in lower grades - Science tutoring - Provide technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda Learning, etc.). - Provide PD to train teachers (new teachers, science teachers, struggling teachers etc.) to teach a systematic approach to scientific processes and vocabulary. - Provide parent trainings, STEM night

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

• Communication

Communication via parent link, student's Friday folder, and Friday's 'Things to Know' email, trainings with virtual options, and better communication of volunteer opportunities. We will continue to strengthen our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress.

• Parent Training

How to ask your children various levels of DOK questions, Independent functioning, Portal Resources for science, Conscious discipline, and using technology at home, Science trainings, Montessori training, Share how parents can access student scores and other information in the SIS Gateway, and in depth iReady training from iReady reps Science trainings that are grade level specific (fair game standards, science vocabulary) - understanding grade level progression and activities to support learning at home.

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, and have more field trip opportunities. - providing families with specific strategies and resources to support their child's learning at home

- **Students**

Attend school regularly and on time, do homework, be respectful and follow rules. - practicing what is being taught in school at home and completing homework

- **Parents**

Make sure students attend school regularly and are on time, check red folders, monitor the completion of homework assignments, and reinforce school's rules and positive behavior. - supporting their child's learning at home by practicing skills, assisting with homework, reviewing and signing agendas daily - ensuring that students attend school every day on time and ready to learn

- **Staff Training**

Classroom Management, Aggressive Monitoring, identifying special needs earlier, and understanding the difference between developmental delays and behavior concerns, trainings on how to better engage families (parent communication/newsletters), and teacher to student SLL Training. Teachers will be trained on how to build parent capacity during Science/STEM Night to support Science/STEM Night focusing on science foundational skills (science vocabulary and concept knowledge)

- **Accessibility**

Improve the way we share services and support offered by the school and district. Maybe add a "Guidance Corner" to the weekly Things to Know - Continue to provide support to all families as needed (Migrant and Homeless) - Continue to provide information to families in their native language to ensure parent engagement and support

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## **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: \$121,857.75**

<b>Acct Description</b>	<b>Description</b>								
Tutorial	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Certified Teachers will provide support for students in grades 3-5 in ELA and Math after school to increase student achievement.- Tentative start date is after PM2 data (Fall)	8	\$37.00	2	1	12	Certified	Original	\$7,104.00
	Certified Teachers will provide morning tutoring for the low 25 students- 3rd -5 grade in ELA to increase student achievement.- Tentative start date is January 2025.	10	\$37.00	5	0.5	12	Certified	Original	\$11,100.00
Resource Teacher	The 0.5 Literacy Resource Teacher will provide pull-out instruction for students in grades Kindergarten through second (2nd) identified as requiring Tier I or Tier II instructional intervention.								
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Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>		
	Measuring up gr 5 ELA & Math E to support student	60	\$14.95	Instructional		Original	\$897.00		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	learning			Materials		
	Science Bootcamp Consumable Package - Grade 4-5 to support student learning	6	\$750.00	Instructional Materials	Original	\$4,500.00
	i-Ready Magnetic Readers- 3-5 grade to support student learning	210	\$20.00	Instructional Materials	Original	\$4,200.00
	Gardening and Science Lab supplies for Science experiments to support student learning	1	\$863.25	Manipulatives	Original	\$863.25
	Limious Reading Iterventions Books- Grades 3-5 to support student learning	90	\$14.95	Instructional Materials	Original	\$1,345.50
	Measuring up gr 4 ELA & Math D to support student learning	60	\$14.95	Instructional Materials	Original	\$897.00
	Measuring up gr 3 ELA & Math C to support student learning	60	\$14.95	Instructional Materials	Original	\$897.00

## Action Step: Professional Development

Need Action Step Verbiage

Budget Total: **\$0.00**

Acct Description	Description
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## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$3,168.00**

Acct Description	Description									
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Certified staff to plan for parent trainings & parent phone calls (1 each trimester) to support parent engagement in grades K-5. Parent trainings in PFEP	1	\$25.00	2	5	6	Certified	Original	\$1,500.00	
Enrichment Contracts	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Cox Science Museum STEM Parent Night- Science Training for parents (1/25/2025)					1	\$548.00	Original	\$548.00	
	Mathnasium Math Parent Night- Math Training for parents (9/01/2024)					1	\$600.00	Original	\$600.00	

## 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
Ivey Shelton	Assistant Principal
Rona Tata	Principal
Elyse Salem	Parent
Kristin Mallard	Parent
Marisa Seguine	Parent
Founa Badet	Parent

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 each 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, Staff Meeting, and Stakeholder Meeting (all of which are held in March 2025. In addition, a Budget Planning Meeting will be held at the end of March 2025 based on CNA input, a SWP Meeting with Title I Specialist in late March 2025, and the PFEP Meeting in April 2025.

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 two part-time K-5 literacy resource positions, classroom resources, family engagement activities (Science Night), tutorials, and staff to support parent trainings.

Name	Title
Ivey Shellton	Assistant Principal
Marisa Seguine	Parent
Founa Badet	Parent

## 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?

Wednesday, September 4, 2024 at 5:00pm in S. D. Spady Elementary School's media center

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, Friday's 'Things To Know' email, 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, copy of FY24 PFEP Summary and Compact (if available).

## 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

SIS Gateway Training

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

Teachers will be able to effectively teach parents to access the SIS Gateway to monitor student performance on state and local assessments. They will be able to provide parents immediate access to student data and create opportunities for teacher and parent discussion. Teachers will also be able to share handouts that parents can use as a reference.

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

The training will allow teachers to engage with families regarding local and state data in the SIS Gateway. This will allow families to walk away with a clear understanding of their child's academic performance, next academic steps for their child, and ask questions specific to their child.

- What will teachers submit as evidence of implementation?

Sign-in sheets, handouts, powerpoint presentation

- Month of Training

September 4, 2024

- Responsible Person(s)

Ivey Shelton

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

SIS Gateway Training

- Number of Participants

TBD

- What were teachers 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

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Hosting Effective Parent-Teacher Conferences

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

Teachers will be able to engage families in meaningful conferences focused on student's academic standing, behavior, and social-emotional wellbeing. Teachers will become versed on the school's compact in order to discuss it with families.

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

Teachers will host a thorough parent-teacher conferences.

- What will teachers submit as evidence of implementation?

Parent-teacher conference notes and a copy of the school compact

- Month of Training

February 5, 2025

- Responsible Person(s)

Rona Tata

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

Hosting Effective Parent-Teacher Conferences

- Number of Participants

TBD

- What were teachers 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

## 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 as well as participate in interactive role playing scenarios to learn specific strategies and specific language they can use at home.

- 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 which then extends to the classroom.

- Date of Training

September 26, 2024

- Responsible Person(s)

Raiko Knight

- Resources and Materials

Sign-in sheet, presentation, and chromebooks

- Amount (e.g. \$10.00)

0

### 3. Parent and Family Capacity Building Training #2

- 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 state science standards, state assessment, and science activities they can do with their students at home to support the standards and to prepare for the state test.

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

There is an interactive component that will allow parents and students to participate in 20 interactive science activities, experiments, and demos that range from vital part of the body and the water cycle. Each activity station comes with materials and training instructions.

- 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

January 14, 2025

- Responsible Person(s)

Sarah Vollman

- Resources and Materials

Sign-in Sheet and handouts

- Amount (e.g. \$10.00)

548.00

## 5. Parent and Family Capacity Building Training #3

- 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 use chromebooks to access online educational tools and resources.

- 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 and safe educational online tools.

- Date of Training

March 5, 2025

- Responsible Person(s)

Kendra Williams

- Resources and Materials

Presentation and chromebooks

- Amount (e.g. \$10.00)

0

## 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 and supporting with Access Testing.

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

Email communication or copy of school district form requesting translated documents and email communication regarding support with Access Testing.

- Frequency

As needed

## 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 and 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. 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.

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

Photos, sample 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 'Things to Know' email, Friday red folders, handouts at the front desk, and our website.

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

Screenshots and/or photos of parent-links, Friday 'Things to Know' email, handouts at the front desk, and the website.

- **Description**

This information will be shared with parents at a SAC meeting, during Open House, and parent- teacher conferences.

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

Copies of SAC agenda, Open House presentation, and sample parent-teacher conference notes.

- **Description**

This information will be shared with parents during parent-teacher conferences, the SIS Gateway, and a SAC meeting.

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

sample parent-teacher conference notes, SIS snapshot, progress reports, report cards, and SAC meeting agenda

- 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 parent-teacher conferences, IEP/LEP meetings, and SAC meeting.

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

Copies of parent training surveys, the annual Title I meeting agenda, and sample of parent-conference notes.

- 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 meeting options. We provide convenience to our parents by offering conferences before, during, and after school.

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

Copy of translated document/invitation, Google Calendar invite showing flexible times and/or virtual meetings/conferences

## 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 Spanish CLF.

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

Translation request from the Multicultural Department and translated FY25 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 parents and stakeholders. We ask that our families share accommodations they may need so we can attempt to accommodate them.

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

Photos of handicapped parking, ramps, seating, elevators .Documentation of support request (if applicable)

• 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.

Photo of Migrant Department flyers (of services available) at the front desk and shared in one of our Friday 'Things to Know' emails. [When applicable - school staff referrals to Migrant Dept., meeting notes, translated letters.]

- 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.

Email communication with the McKinney-Vento department and McKinney-Vento program flyer available at the front desk and shared in one of our Friday 'Things to Know' emails. [When applicable, completed needs survey, Student Housing Questionnaire (SHQ) form 2479.]

## 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 mental health 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.