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

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# ELA

## 1. List prioritized needs statements.

According to FY25 PM2 state test results: -42% of the 3rd through 5th grade students are proficient in ELA. -21% of the 3rd through 5th grade ESE students are proficient in ELA. -14% of the 3rd through 5th grade ELL students are proficient in ELA. -46% of the KG through 2nd grade students are proficient in ELA. -8% of the KG through 2nd grade ELL students are proficient in ELA. -27% of the KG through 2nd grade ESE students are proficient in ELA. -3rd through 5th grade students struggle with comprehension and fluency in reading. -3rd through 5th grade ESE students are 2 years below grade level in phonics. -KG through 2nd grade students need to improve phonics (specifically rhyming words) and comprehension -KG-5th grade students lack reading stamina and grade level vocabulary.

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

Lack of: -Sufficient exposure and practice. -Focus on vocabulary development. -Fluency practice. -Reading stamina-building activities. -Books that interest the students. -Lack of foundational skills (phonics) in 3rd through 5th grade.

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

Solutions for teachers: -Lessons focused on text evidence. -Read Alouds and homework. -Use iReady tools of instruction. -Explicit lessons and reteaching. -Provide before and after school tutorials. -Provide double-down instruction (intense small groups) in primary grades. -ESE students should receive small group instruction -Provide practice with real materials i.e. FSQs, iReady SMQs -Provide parent trainings focused on phonics, decoding strategies, and vocabulary development to build parent capacity to support learning at home. Solutions for Students: -Repeated reading - Read at home Solutions for Parents: - Attend parent trainings and reinforce concepts learned to support learning at home -Support learning at home - Provide a quiet reading environment at home

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

### • Communication

Communication via parent link, student's Friday folder, and Friday's newsletters email. Training with virtual options, flexible meeting times/dates, and phone conferences. Continue to strengthen how we provide opportunities for flexible meetings for all parents to be engaged in their child's learning.

- Parent Training

Parents will be trained: -On the requirements for the student's grade level. -How to read with students and ask questions about what they read. - Strategies for practicing oral reading and building reading speed and accuracy. -Strategies for making reading aloud enjoyable. -Providing hands-on materials and/or activities for practice during parent training.

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

- School

The school agrees to: -Provide a safe environment conducive to learning. -Provide high-quality curriculum and instruction that enables students to meet high standards. -Respect and value the wide variety of cultural differences of students and families. -Provide parent trainings on strategies students can use at home. -Provide more community experiences. -Communicate effectively and frequently with students and their families regarding individual student progress and opportunities to be meaningful partners in learning. -Promote a family-friendly atmosphere where visitors are welcomed. -Have data chats with students to discuss test results and progress. -Communicate with parents in their native language through paper and/or digitally. -Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (parent training and materials)

- Students

The student agrees to: -Attend school regularly, on time, and prepared. -Complete all assignments and ask for help when needed. -Follow the school rules/SOAR Matrix. -Report dangerous situations or problems to the school and/or families. -Take pride in the school, home, and community and be willing to strive for excellence. -Take care of and use supplies and technology responsibly. -Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (strategies to work on at school and home).

- Parents

The Parent/Guardian agrees to: -Ensure the child attends school regularly, is on time, prepared, and dressed appropriately. -Monitor the completion of homework assignments and review/sign Friday folder as well as -Monitor feedback from teachers regarding student behavior and reinforce the school's rules. -Help positively solve conflicts and model the behavior the child/ren should exhibit. -Visit and communicate with the school frequently, conference with the teacher each semester, and keep contact information current. -Volunteer or assist the school as often as possible, and ask for assistance from the school when needs arise. -Ensure the student attends any tutorials or academic programs that are offered or needed. -Use the strategies learned at parent trainings. -Attend and use the strategies learned at parent trainings, curriculum nights, and parent conferences. -Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (strategies to implement at home)

- Staff Training

Teachers will build their capacity by getting trained on: -Aggressive Monitoring. -Understanding the SBT/Rtl process for evaluation. -Reading, gifted, and ESOL endorsements. -Understanding the science of reading. -Recognizing and addressing the needs of diverse learners (ESE/ELL) Teachers will be trained on how to build parent capacity during Literacy Night focusing on reading foundational skills i.e. phonemic awareness, phonics, fluency, and vocabulary development. Teams will use data to create make-and-takes

- Accessibility

-Staff will provide support needed for families to be able to participate. -Continue to provide support to all families as needed (Migrant and Homeless). -Provide all essential communication in the native languages spoken by families in the community. -Offer flexible times for parents to attend conferences with teachers.

## Math

### 1. List prioritized needs statements.

According to FY25 PM2 state test results: -26% of the 3rd through 5th grade students are proficient in Math. -14% of the 3rd through 5th grade ESE students are proficient in Math. -5% of the 3rd through 5th grade ELL students are proficient in Math. -40% of the KG through 2nd grade students are proficient in Math. -21% of the KG through 2nd grade ELL students are proficient in Math. -8% of the KG through 2nd grade ESE students are proficient in Math. -3rd through 5th grade students struggle with comprehension and fluency in reading. -3rd through 5th grade ESE students are 2 years below grade level in phonics. -KG through 2nd grade students need to improve phonics (specifically rhyming words) and comprehension -KG-5th grade students lack reading stamina and grade level vocabulary.

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

Lack of: - Parental support with strategies at home. - On task behaviors in the classroom - Time to implement the district's scope and sequence. - Small group double-down support in math. - Fluency, number sense, and operational skills - Critical thinking and multi-step word problem skills. - Stamina - Parent capacity and knowledge of how to support learning at home.

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

Solutions for teachers: - PD on student engagement - Adjust the order of instruction in rotations - Provide math tutorials with a focus on number sense skills  
Solutions for students: - Provide math intervention - Have enough manipulatives for each student to use for hands-on experiences/practice. - Use Montessori resources in KG through 2nd grade - Use 99 math & Reflex math for daily math fluency practice. - Purchase and use Frax for fluency with fraction skills. - Differentiate math homework  
Solutions for parents: - Parent training to build capacity and reinforce concepts learned at home - Provide parent training focused on number sense

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

#### • Communication

Communication via parent link, student's Friday folder, and Friday's newsletters email. Training with virtual options, flexible meeting times/dates, 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

Parents will be trained on: - How to create a learning-friendly environment at home - Effective strategies for helping with homework without doing it for their children. - Incorporating math into everyday activities like cooking, shopping, and telling time.

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

#### • School

The school agrees to: -Provide a safe environment conducive to learning. -Provide high-quality curriculum and instruction that enables students to meet high standards. -Respect and value the wide variety of cultural differences of students and families. -Provide parent trainings on strategies students can use at home. -Provide more community experiences. -Communicate effectively and frequently with students and their families regarding individual student progress and opportunities to be meaningful partners in learning. -Promote a family-friendly atmosphere where visitors are welcomed. -Have data chats with students to discuss test results and progress. -Communicate with parents in their native language through paper and/or digitally. -Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (parent training materials).

- **Students**

The student agrees to: -Attend school regularly, on time, and prepared. -Complete all assignments and ask for help when needed. -Follow the school rules/SOAR Matrix. -Report dangerous situations or problems to the school and/or families. -Take pride in the school, home, and community and be willing to strive for excellence. -Take care of and use supplies and technology responsibly. -Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to work on at school and at home).

- **Parents**

The Parent/Guardian agrees to: -Ensure the child attends school regularly, is on time, prepared, and dressed appropriately. -Monitor the completion of homework assignments and review/sign Friday folder as well as -Monitor feedback from teachers regarding student behavior and reinforce the school's rules. -Help positively solve conflicts and model the behavior the child/ren should exhibit. -Visit and communicate with the school frequently, conference with the teacher each semester, and keep contact information current. -Volunteer or assist the school as often as possible, and ask for assistance from the school when needs arise. -Ensure the student attends any tutorials or academic programs that are offered or needed. -Use the strategies learned at parent trainings. -Attend and use the strategies learned at parent trainings, curriculum nights, and parent conferences. -Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to implement at home).

- **Staff Training**

Teachers will build their capacity by getting trained on: - Number Talk for KG through 2nd grade students - Engagement strategies - How to use formative assessments to monitor student learning and adapt Teachers will be trained on how to build parent capacity during Math Night, focusing on number sense, fluency, and multi-step word problems. Teams will use data to create make-and-takes

- **Accessibility**

-Staff will provide support needed for families to be able to participate. -Continue to provide support to all families as needed (Migrant and Homeless). -Provide all essential communication in the native languages spoken by families in the community. -Offer flexible times for parents to attend conferences with teachers.

## **Science**

### 1. List prioritized needs statements.

The Science Winter Diagnostics shows the overall 5th grade science proficiency is at 52%. The average performance in each reporting category was: Nature of Science = 56% Earth & Space = 50% Physical Science = 58% Life Science = 50% Needs statements -Reading comprehension to analyze texts. -Increase science vocabulary -Reading stamina

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

-Science needs to be taught with fidelity in all grade levels. \* [Teachers lack mastery of the content/standards and scope and sequence] -Not enough time in class focused on science. -Science textbooks don't go home for practice. -No science homework. -Lack of communication about science performance in class. -Lack of parent capacity to support learning at home.

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

Solutions for teachers: -Implement more activities/projects that are science related. -Focus on fair game benchmarks. -Teach science with fidelity in all grades. -Integrate science skills in read alouds/reading lessons. -Small group instruction during science. -Science word walls -Make Montessori lessons -Send home science vocabulary for practice. Solutions for students: -Science fair where kids show their science knowledge. -Continue STEM classes in fine arts. -Increase science vocabulary. -Attend field trips to reinforce lessons learned in the classroom. Solutions for parents: - Educate parents on fair game benchmarks. -Incorporate science into daily life (cooking, gardening).

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

#### • Communication

Communication via parent link, student's Friday folder, and Friday's newsletters email. Training with virtual options, flexible meeting times/dates, 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

Parents will be trained: -On the requirements for the science fair game benchmarks. -On item specs in science. -How to read with students and ask questions about what they read. -Providing hands-on materials and/or activities for practice during parent training.

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

### • School

-Provide a safe environment conducive to learning. -Provide high-quality curriculum and instruction that enables students to meet high standards. -Respect and value the wide variety of cultural differences of students and families. -Provide parent trainings on strategies students can use at home. -Provide more community experiences. -Communicate effectively and frequently with students and their families regarding individual student progress and opportunities to be meaningful partners in learning. -Promote a family-friendly atmosphere where visitors are welcomed. -Have data chats with students to discuss test results and progress. -Communicate with parents in their native language through paper and/or digitally. -Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (parent training and materials).

### • Students

-Attend school regularly, on time, and prepared. -Complete all assignments and ask for help when needed. -Follow the school rules/SOAR Matrix. -Report dangerous situations or problems to the school and/or families. -Take pride in the school, home, and community and be willing to strive for excellence. -Take care of and use supplies and technology responsibly. -Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to work on at school and home).

### • Parents

-Ensure the child attends school regularly, is on time, prepared, and dressed appropriately. -Monitor the completion of homework assignments and review/sign Friday folder as well as -Monitor feedback from teachers regarding student behavior and reinforce the school's rules. -Help positively solve conflicts and model the behavior the child/ren should exhibit. -Visit and communicate with the school frequently, conference with the teacher each semester, and keep contact information current. -Volunteer or assist the school as often as possible, and ask for assistance from the school when needs arise. -Ensure the student attends any tutorials or academic programs that are offered or needed. -Use the strategies learned at parent trainings. -Attend and use the strategies learned at parent trainings, curriculum nights, and parent conferences. -Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to implement at home).

### • Staff Training

Teachers will build their capacity by learning 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

-Staff will provide support needed for families to be able to participate. -Continue to provide support to all families as needed (Migrant and Homeless). -Provide all essential communication in the native languages spoken by families in the community. -Offer flexible times for parents to attend conferences with teachers. -Chromebooks for families in need.

## 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: \$127,445.00**

Acct Description	Description				
Resource Teacher	The 0.5 Literacy Resource Teacher will provide pull-out instruction for students in grades K-5 identified as requiring Tier I or Tier II instructional intervention.				
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Reflex Math/Frax, Grades K-5, Used for extra practice: Students practice operational and fractional fluency skills.	1	\$3,295.00	Original	\$3,295.00
	BT 517560 Increasing line to purchase Scholastic WORD	1	\$2,890.00	Budget Transfer	\$2,890.00
	BT 517560 Increasing line to purchase Top Score	1	\$1,877.90	Budget Transfer	\$1,877.90

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	BT 519812 Decreasing Top Score line to cover Top Score consumables	1	-\$1,000.00	Budget Transfer	-\$1,000.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Gardening and Science Lab supplies for Science experiments to support student learning	1	\$847.75	Manipulatives	Original	\$847.75
	iReady Magnetic Readers: 3rd-5th grade to support student learning	210	\$20.00	Instructional Materials	Original	\$4,200.00
	Science bootcamp consumable package: 4th & 5th to support student learning	6	\$750.00	Instructional Materials	Original	\$4,500.00
	Measuring Up Gr4 ELA & Math D to support student learning	65	\$14.95	Instructional Materials	Original	\$971.75
	Measuring Up Gr5 ELA & Math E to support student learning	75	\$14.95	Instructional Materials	Original	\$1,121.25
	Measuring Up Gr3 ELA & Math C to support student learning	55	\$14.95	Instructional Materials	Original	\$822.25
	**Adjustment - benefits credit and final allocation.	1	\$1,492.00	General Supplies	Other	\$1,492.00
	BT 517560 REDUCING **ADJUSTMENT increase - Review notes for information	1	-\$5,675.90	General Supplies	Budget Transfer	-\$5,675.90
	BT 519812 Increasing line for Top Score consumables	1	\$1,000.00	Instructional Materials	Budget Transfer	\$1,000.00

Acct Description	Description																		
Resource Teacher	The 0.5 Literacy Resource Teacher will provide pull-out instruction for students in grades Kindergarten through fifth (5th) identified as requiring Tier I or Tier II instructional intervention.																		
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="432 342 1010 418">Item</th> <th data-bbox="1014 342 1157 418">Quantity</th> <th data-bbox="1161 342 1276 418">Rate</th> <th data-bbox="1281 342 1377 418">Days</th> <th data-bbox="1381 342 1488 418">Hours</th> <th data-bbox="1493 342 1610 418">Weeks</th> <th data-bbox="1614 342 1759 418">Certified</th> <th data-bbox="1764 342 1892 418">Type</th> <th data-bbox="1896 342 2024 418">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	Certified teachers will provide morning ELA tutoring to 3rd-5th grade L25 students to increase student achievement. Tentative start date is January 2026	8	\$37.00	5	0.5	14	Certified	Original	\$10,360.00										
	Certified teachers will provide afternoon ELA and Math tutoring to 3rd-5th grade L25 students to increase student achievement. Tentative start date is January 2026	8	\$37.00	2	1	14	Certified	Original	\$8,288.00										
Certified teachers will provide morning and/or after school Science tutoring to 5th grade L25 students to increase student achievement. Tentative start date is April 2026	1	\$37.00	1	0.5	6	Certified	Original	\$111.00											

## Action Step: Professional Learning

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: **\$3,727.00**

Acct Description	Description											
Enrichment Contracts	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		
	Mathnasium Math Parent Night: Math Training for parent: Hands-on activities will be provided for parents/families to better prepare them to help their students at home. (Jan. 2026)						1	\$600.00	Original	\$600.00		
	Cox Science Museum STEM Parent Night: Science Training for parents - Cox Science Center will provide hands on experiences for students and their parents/families so that parents are better equipped to help students at home. January 2026						1	\$548.00	Original	\$548.00		
	BT 515154 DISSOLVED Cox Science Museum						1	-\$548.00	Budget Transfer	-\$548.00		
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 to support parent				1	\$25.00	2	5	5	Certified	Original	\$1,250.00

Acct Description	Description									
	<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>	
	engagement in grades K-5. *Parent trainings in PFEP									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>			
	BT 515154 Created supply line for PFE Science/Math STEM night -- flashcard, dominions, chart paper markers microscope,etc	1	\$548.00	General Supplies		Budget Transfer	\$548.00			
	BT 517560 to purchase same items from BT 515154 for PFE Science night.	1	\$908.00	General Supplies		Budget Transfer	\$908.00			

## Mission Statement

### 1. Mission Statement

The S.D. Spady Elementary family of students, teachers, staff, and parents strives 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

Name	Title
Crystal Liberia	Assistant Principal
Rona Tata	Principal
Elyse Salem	Parent
Kristin Mallard	Parent
Marissa Seguine	Parent
Founa Badet	Parent
Lauren DiSciascio	Parent
Lysa Pierre	Staff

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 Spring 2026). In addition, a Budget Planning Meeting will be held by the end of March 2026 based on CNA input, a SWP Meeting with Title I Specialist in April 2026, and the PFEP Meeting in April 2026.

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, tutorials, and staff to support parent trainings.

Name	Title
Crystal Liberia	Assistant Principal
Lauren DiSciascio	Parent
Founa Badet	Parent

## Annual Parent Meeting

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

Wednesday, September 3, 2025 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 and flyers sent home in the Friday folders and 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 FY25 PFEP Summary and Compact.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

School-Based Intervention PD

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

Staff will learn to implement effective communication strategies that engage families in the Response to Intervention (RTI) process, including how to share data, set goals, and collaborate on academic and behavioral supports.

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

Increased collaboration and trust between families and school staff, leading to more consistent support for students at home and school, improved understanding of the RTI process, and stronger partnerships focused on student growth.

- What will teachers submit as evidence of implementation?

Samples of parent conference notes mentioning that the SBT process was discussed and examples of shared progress monitoring data.

- Month of Training

September 2025

- Responsible Person(s)

Crystal Liberia

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

- Name of Training

Love Them First PD

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

Teachers will learn how to provide effective communication and engagement strategies to use with students and their families in promoting a positive school culture.

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

This training is expected to enhance family engagement by equipping teachers with practical strategies to build stronger, more effective partnerships with families, fostering a supportive and inclusive school.

- What will teachers submit as evidence of implementation?

Feedback surveys from families about communication and engagement; Logs or records of teacher-family communication (newsletters, emails, call logs)

- Month of Training

October 2025

- Responsible Person(s)

Crystal Liberia & Dr. Raiko Knight

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Partners in Proficiency: Home Strategies for Reading Growth.

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

Parents will learn to implement targeted reading strategies at home—such as guided oral reading, vocabulary-building activities, and comprehension questions—to support their child's reading development and help meet the proficiency requirements outlined in the 3rd-grade retention policy.

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

The interactive hands-on component of the training will include a reading strategy station rotation, where parents will practice activities like echo reading, using graphic organizers for comprehension, and playing vocabulary games. Parents will rotate through each station, guided by teachers, and receive take-home materials to reinforce the strategies with their children.

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

Increased reading proficiency among K-5 students, as parents are equipped with effective, research-based strategies to support literacy at home.

- Date of Training

October 2025

- Responsible Person(s)

Crystal Liberia

- Resources and Materials

Sign-in sheets, presentations, handouts and Chromebooks

- Amount (e.g. \$10.00)

0.00

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

- **Name of Training**

Interactive Math & 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 in addition to math strategies that they can use at home to support their children in a fun game style that will reinforce Mathematical Thinking and Reasoning Standards.

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

There is an interactive component that will allow parents and students to participate in several interactive math and science hands-on activities, experiments, and demonstrations. 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 math and science standards and feel prepared to support their child's learning at home.

- **Date of Training**

January 14, 2026

- **Responsible Person(s)**

Sarah Vollman

- **Resources and Materials**

Sign-in sheets, handouts, evaluations.

- Amount (e.g. \$10.00)

\$1,148.00

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

- Name of Training

Developing a Growth Mindset Together

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

Families will learn how to implement positive reinforcement techniques at home, focusing on praising effort rather than innate ability.

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

The interactive hands-on component of the Growth Mindset training will involve parents participating in a series of role-playing scenarios with their child (or in small groups) to practice using growth mindset language.

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

Students will develop greater resilience, a willingness to take on challenges, and a belief in their ability to improve through effort. As parents consistently reinforce these attitudes at home, students are likely to engage more actively in their learning, demonstrate perseverance when faced with difficulties, and show improved academic performance, particularly in areas where they previously struggled. This mindset shift can lead to increased motivation, higher levels of self-confidence, and ultimately, better long-term achievement.

- Date of Training

March 11, 2026

- Responsible Person(s)

Sarah Vollman & Crystal Liberia

- Resources and Materials

Sign-in sheets, handouts, evaluations.

- Amount (e.g. \$10.00)

0.00

## Coordination and Integration

### 1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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

Mathnasium

- Describe how agency/organization supports families.

Mathnasium will share math resources and strategies that parents can use at home to reinforce mathematical thinking.

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

Documentation - pictures of math night, parents engaged and interacting with resources. Parents will leave with resources to reinforce learning at home.

- Frequency

Once a year

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

- Name of Agency

Delray Beach Library

- Describe how agency/organization supports families.

Delray Beach Library assist our parents/families by sending flyers keeping them abreast of community events, resources, and community support.

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

Photos, sample communication, and thank you letter.

- Frequency

ongoing

## Communication

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 ongoing and timely manner using a variety of methods including Friday's "Things to Know" email through parent-link, Friday red folders, handouts at the front desk, and the school marquee.

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

Screenshots and/or photos of Friday 'Things to Know' email, handouts at the front desk, and the the school marquee.

- **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.**

Samples of SAC meeting and agenda minutes, Open House presentation, and sample parent-teacher conference notes.

- **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.**

Sample of 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

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 translations by our Creole CLF.

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

Translated FY26 Compact and PFEP Summary based on Federal Guidelines and translated flyers

- 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.

- 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; and/or screenshot of the Migrant screen on SIS that shows we have no migrant families.

- 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.

Sample of 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

### 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

## 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 is 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 the 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

## 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 iReady 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

## 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 (ILT) meetings. Data is analyzed, and students are discussed individually and placed into small groups with a purpose. Also at the PLC meetings, lessons are planned for the entire team by teachers with the support of administration, using regional and 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 throughout the school year. Chorus, Science Club, Environment Club, Gardening Club, Health Club, Lego and Robotics Club, Coding Club, Safety Patrol Club, and Montessori Model United Nations Club (MMUN) are available to students of all ages. We also offer piano lessons, skateboarding lessons, basketball 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 City 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 world 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 successful future 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

### 1. Post-Secondary Opportunities and Workforce Readiness

Academically, S.D. Spady offers an 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 Day. Some of our clubs include the Teachers of Tomorrow club, the Computer Coding club, and the SECME/Robotics club. Our students 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 development field trip to Facebook Miami and Legoland.

## Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

S.D. Spady is an amazing school that offers an education for students as young as 3 years old to attend public school while getting the bonus of a Montessori education. Spady has consistently offered on-site tours for prospective parents from Pre-K3 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 allows for students to loop with their teacher in early childhood Pre-K3 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 Learning

### 1. Professional Learning

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 the 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

## 1. Recruitment and Retention

The majority of staff at S.D. Spady Elementary staff have an average tenure of 11 years. Sixty-seven percent (67%) of our teachers have more than seven years of teaching experience. There is a sense of pride that our staff takes in 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 and 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.