

Polk County Public Schools

# John Snively Elementary



2018-19 Schoolwide Improvement Plan

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# John Snively Elementary

848 SNIVELY AVE, Eloise, FL 33880

<http://schools.polk-fl.net/snively>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

## School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	D	D*

## School Board Approval

This plan is pending approval by the Polk County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Every student, Every Day

#### Provide the school's vision statement.

We are committed to "paying it forward" on a daily basis by investing in our students so that they will grow into life-long learners who will leave Snively Elementary with a high personal expectation; and understanding that our work, and their work is never done. All stakeholders will play an important role in realizing this vision.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rosebrough, Diane	Principal
Bryant, Johnna	Instructional Coach
Stephens, Veita	Instructional Media
Ward, Pamela	Other
Munoz, Elizabeth	Assistant Principal
Jusino-Fraser, Ana	Instructional Coach

#### Duties

##### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Leadership team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. This team will meet at least once per month (or more frequently as needed) to engage in the following activities:

Review school-wide grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least monthly or more frequently if new data is available.

Help MTSS referring teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.

Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support amount educator, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Weekly meeting will be held with all grade levels for curriculum planning using high yield strategies.

**Early Warning Systems**

**Year 2017-18**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Monday 7/9/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	10	6	17	7	5	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	26	17	0	0	0	0	0	0	0	43

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	1	1	0	0	0	0	0	0	0	2

**Year 2016-17 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	10	6	17	7	5	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	26	17	0	0	0	0	0	0	0	43

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	1	1	0	0	0	0	0	0	0	2

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Our SWD and ELL students performed the lowest in ELA on the 2018 FSA assessment. There is a downward trend in their scores.

**Which data component showed the greatest decline from prior year?**

The greatest decline was in our SWD students from 3rd to 4th grade in ELA.

**Which data component had the biggest gap when compared to the state average?**

Our biggest gap area compared to the state is grades 3-5 ELA at 38% compared to the state at 56%.

**Which data component showed the most improvement? Is this a trend?**

Fifth grade ELA showed the most improvement from 29% to 42%.

**Describe the actions or changes that led to the improvement in this area.**

We departmentalized in 4th and 5th grades. We also had teacher teams of one 4th grade teacher working with one 5th grade teacher. The 5th grade teacher taught ELA to both sets of students. The 4th grade teacher taught math and science to both sets of students.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	38%	50%	56%	34%	48%	52%
ELA Learning Gains	51%	51%	55%	47%	49%	52%
ELA Lowest 25th Percentile	61%	45%	48%	52%	42%	46%
Math Achievement	54%	58%	62%	36%	54%	58%
Math Learning Gains	58%	56%	59%	45%	52%	58%
Math Lowest 25th Percentile	63%	44%	47%	41%	41%	46%
Science Achievement	56%	53%	55%	26%	46%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (15)	0 (10)	0 (6)	0 (17)	0 (7)	0 (5)	0 (60)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (4)	0 (0)	0 (0)	0 (4)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (26)	0 (17)	0 (43)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	37%	51%	-14%	57%	-20%
	2017	33%	53%	-20%	58%	-25%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	31%	48%	-17%	56%	-25%
	2017	42%	51%	-9%	56%	-14%
Same Grade Comparison		-11%				
Cohort Comparison		-2%				
05	2018	42%	50%	-8%	55%	-13%
	2017	29%	44%	-15%	53%	-24%
Same Grade Comparison		13%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	56%	0%	62%	-6%
	2017	48%	58%	-10%	62%	-14%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	46%	57%	-11%	62%	-16%
	2017	48%	60%	-12%	64%	-16%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
05	2018	43%	56%	-13%	61%	-18%
	2017	32%	47%	-15%	57%	-25%
Same Grade Comparison		11%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	49%	51%	-2%	55%	-6%
	2017					
Cohort Comparison						

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	42	43	23	50	60					
ELL	35	52	50	49	55						
BLK	20	54		30	54						
HSP	42	49	47	58	55	60	50				
WHT	40	53		57	71						
FRL	37	50	62	54	58	62	53				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	44	38	27	44	27					
ELL	30	53	69	43	53	55	47				
BLK	29	57		28	46		56				
HSP	36	49	64	54	60	60	46				
WHT	35	54		37	54		50				
FRL	35	55	58	44	56	56	50				



### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

<b>Title</b>	Raising achievement level of SWD subgroup on the FSA Assessment by 10%
<b>Rationale</b>	In the subgroup of SWD the trend is upward on learning gains in both ELA and math, however the trend is downward for proficiency. By providing professional development through FDLRS in the area of SWD teaching strategies and interventions, the regular education teachers will be better educated on how best to instruct SWD.
<b>Intended Outcome</b>	The intended outcome is to show an upward trend in the proficiency levels of SWD on the FSA by 10%.
<b>Point Person</b>	Diane Rosebrough (diane.rosebrough@polk-fl.net)

##### Action Step

<b>Description</b>	<p>Contact Poinsetta Tillman at FDLRS to set up professional development for all teachers throughout the 2018-2019 school year. Conduct professional development during common planning time and/or during early release days.</p> <p>Review IEPs of all SWD to determine if current goals are being met and if review of services is in order.</p> <p>Weekly common planning with each grade level, Literacy Coach, Math/Science Coach and ESE teacher(s) to discuss plan and implementation of the standard curriculum to include SWD strategies. The media specialist will work with the leadership team to coordinate Accelerated Reading Incentives and to increase technology usage during media time. Use additional ELA instructional resources (Studies Weekly, Reading A-Z, classroom libraries) to match individual student needs. In addition, we will purchase Ipads for student use during direct teaching and in small group interactions to increase engagement and retention of material.</p>
<b>Person Responsible</b>	Diane Rosebrough (diane.rosebrough@polk-fl.net)

##### Plan to Monitor Effectiveness

<b>Description</b>	Sign in sheets will be used to monitor attendance. Administrative walk throughs will be conducted to observe and monitor effective implementation. Leadership team meetings will be conducted to discuss IEP reviews.
<b>Person Responsible</b>	Diane Rosebrough (diane.rosebrough@polk-fl.net)

**Activity #2**

<b>Title</b>	Raise achievement levels of the ELL subgroup on the FSA Assessment by 10%
<b>Rationale</b>	Provide professional development for all teachers on strategies and interventions for effectively instructing ELL students to better meet their needs. Though students in this subgroup are showing an upward trend in learning gains, the percentage of students proficient is too low.
<b>Intended Outcome</b>	Show an upward trend in FSA data of ELL students reaching the proficient level in ELL resulting in a 10% increase in proficiency.
<b>Point Person</b>	Elizabeth Munoz (elizabeth.munoz@polk-fl.net)

**Action Step**

<b>Description</b>	Contact Juan Seda and Alfredo Gonzalez from the district ESOL department to schedule Professional Development for all teachers in implementing ESOL teaching strategies. Assign an ESOL teacher in place of two ESOL paras at the school level. Implement after school tutoring for ELL students. The media specialist will work with the leadership team to coordinate Accelerated Reading Incentives and to increase technology usage during media time. Use additional ELA instructional resources (Studies Weekly, Reading A-Z, classroom libraries) to match individual student needs. In addition, we will purchase Ipads for student use during direct teaching and in small group interactions to increase engagement and retention of material.
<b>Person Responsible</b>	Elizabeth Munoz (elizabeth.munoz@polk-fl.net)

**Plan to Monitor Effectiveness**

<b>Description</b>	Sign in sheets will be used to monitor attendance of professional development. Administration will conduct walk throughs to monitor the implementation and effectiveness of instruction.
<b>Person Responsible</b>	Elizabeth Munoz (elizabeth.munoz@polk-fl.net)

### Activity #3

**Title** Decrease excessive absences

**Rationale** By decreasing excessive absences students will be in attendance to receive instruction from their teacher and thus perform better on assessments.

**Intended Outcome** Chronic student absences will decrease as compared to the 2017-2018 school year by 10%.

**Point Person** Diane Rosebrough (diane.rosebrough@polk-fl.net)

### Action Step

**Description** Collaborate with the guidance counselor, terminal operator, and school social worker to monitor attendance and establish strategic interventions and rewards on a consistent basis.

**Person Responsible** Diane Rosebrough (diane.rosebrough@polk-fl.net)

### Plan to Monitor Effectiveness

**Description** Attendance reports will be monitored weekly.

**Person Responsible** Diane Rosebrough (diane.rosebrough@polk-fl.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

1. Snively Elementary will have a designated person to contact regarding family involvement mandates and programs.
2. Parents will receive written notification about our school's identification for improvement, and/or school grade through the school newsletter and/or district letter.
3. An annual meeting for parents will be held which will include an explanation of Title I and Parents' Right to Know, which includes school wide test results, school grade, and notification of teacher and paraprofessional qualifications.
4. Parents will be invited to Open House/Curriculum Night workshops and classroom observations and be made aware of diverse volunteering opportunities.
5. To the extent possible, information will be sent home in the language and format parents can understand.
6. Teachers will contact all parents within the first semester of school to establish a positive line of communication.
7. Teachers and parents will meet at least once in the school year, at convenient times for both parties, for an individual conference to discuss the student's individual progress and test results and to suggest how to support the student's learning at school and at home.
8. Parents will be asked to review the student's planner daily.
9. Partnerships will be developed with community based organizations and businesses

to provide support and programs for students and their families

10. A transition to Kindergarten meeting (i.e. Kindergarten Round-Up) will be held for parents of children entering Kindergarten to assist them in preparing their child for Kindergarten.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Through school workshops and training our staff is ready to ensure the social-emotional needs of our students are met. Our guidance counselor handles students' needs on a daily basis providing counseling and mentoring. She also helps parents and families with medical and/or financial resources available to them in their community.

Our school social worker is an additional staff member who aids students and their parents in identifying and obtaining needed resources.

Snively is located in a low socio-economic neighborhood. As such the majority of our students come from lower income families. We provide free breakfast and lunch to all students. In addition, we participate in the Smile Paks program that provides food to students for the weekend.

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Involving preschool students on campus in school wide activities and functions (i.e. field day).

Communicating with parents and local daycare centers to identify skills and behaviors to focus on in order to better prepare our incoming Kindergarten children.

Our guidance counselor will foster communication with our feeder middle and high schools to see how we can better prepare their future students while they are here at the elementary level. Administration will monitor teaching to ensure adherence to the district learning maps, thereby providing a smoother transition for students who may leave during the school year. The leadership team will promote posting of graduation years for each current K-5 grade level to encourage students to finish high school.

The administration highly encourages empowering parents to act as advocates for their children. The principal and the Assistant Principal make themselves available to discuss questions and concerns parents have in regards to their children. The guidance counselor reaches out to parents concerning available local resources for students and entire families.

N/A

#### **Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The school's data-based problem-solving processes for the implementation and monitoring of the MTSS and SIP structure to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, small group and individual needs will be to create a MTSS team. The MTSS team will assist, guide and support staff on all areas on the MTSS process. The MTSS team will meet monthly with teachers to review data and discuss MTSS concerns with staff.

Title I, Part A, funds school-wide services to Snively Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. The district

coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Snively Elementary will be assisted by the school and by the district Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools.

Title IX- Homeless

The Hearth program, funded through Title IX, provides support identified homeless students.

Violence Prevention Programs

Snively Elementary provides anti-bullying and drug prevention programs.

Housing Programs

Students are referred to the Homeless Student Advocate.

Head Start

We have two Head Start units on our campus.

Adult Education

N/A

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

We hold a career awareness event bringing in local business and industries to present to the students. We work with the local college campus who provides mentors to our 5th graders.

**Part V: Budget**

<b>Total:</b>	<b>\$13,031.04</b>
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