

Polk County Public Schools

John Snively Elementary



2019-20 Schoolwide Improvement Plan

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John Snively Elementary

848 SNIVELY AVE, Eloise, FL 33880

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

Demographics

Principal: Diane Rosebrough

Start Date for this Principal: 7/2/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (38%) 2017-18: B (54%) 2016-17: C (50%) 2015-16: D (40%) 2014-15: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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848 SNIVELY AVE, Eloise, FL 33880

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">85%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	B	C	D

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SIP Authority

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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	Job Duties and Responsibilities
Rosebrough, Diane	Principal	<p>The MTSS team is part of the Leadership team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS team will meet at least once per month (or more frequently as needed) to engage in the following activities:</p> <ol style="list-style-type: none"> 1. Review school-wide grade level and teacher data to problem solve needed interventions on ad systemic level and identify students meeting/ exceeding standards as well as those at moderate or high risk for not meeting mastery of the standards. This will be done on a monthly basis or more often as needed based on data. 2. Help 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 students improvement. 3. Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. 4. Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. 5. Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans. 6. Oversee all academic activities throughout the school. 7. Attend weekly teacher meetings to discuss instructional plans. 8. Coordinate all teacher/staff inservice workshops and training and provide feedback in their implementation of new learning. 9. Conduct teacher instructional walk throughs and provide feedback to teachers. 10. Ensure the safety of the campus for the optimal learning environment.
Bryant, Johnna	Instructional Coach	<ol style="list-style-type: none"> 1. Ensure all teachers are provided with needed instructional materials for math and science instruction. 2. Provide Coaching support for identified teachers. Complete the coaching cycle throughout the school year. 3. Provide additional support in the classroom as requested by the teacher or identified through administrative walk throughs. 4. Provide support for teachers' math and science lesson plans. Help teachers identify additional resources, materials, and supports to ensure students reach their maximum learning potential. 5. Serve on the MTSS team.
Munoz, Elizabeth	Assistant Principal	<p>The MTSS team is part of the Leadership team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS team will meet at least once per month (or more frequently as needed) to engage in the following activities:</p> <ol style="list-style-type: none"> 1. Review school-wide grade level and teacher data to problem solve needed interventions on ad systemic level and identify students meeting/ exceeding standards as well as those at moderate or high risk for not

Name	Title	Job Duties and Responsibilities
		<p>meeting mastery of the standards. This will be done on a monthly basis or more often as needed based on data.</p> <ol style="list-style-type: none"> 2. Help 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 students improvement. 3. Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. 4. Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. 5. Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans. 6. Implement and oversee the school's PBS program. 7. Act as Testing Coordinator. 8. Assist in school discipline. 9. Conduct teacher instructional walk throughs and provide feedback to teachers. 10. Ensure the safety of the campus for the optimal learning environment.
Jusino-Fraser, Ana	Instructional Coach	<ol style="list-style-type: none"> 1. Ensure all teachers are provided with needed instructional materials for ELA and Social Studies instruction. 2. Provide Coaching support for identified teachers. Complete the coaching cycle throughout the school year. 3. Provide additional support in the classroom as requested by the teacher or identified through administrative walk throughs. 4. Provide support for teachers' ELA and Social Studies lesson plans. Help teachers identify additional resources, materials, and supports to ensure students reach their maximum learning potential. 5. Serve on the MTSS team.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	70	66	69	69	73	72	0	0	0	0	0	0	0	419
Attendance below 90 percent	11	12	11	11	17	9	0	0	0	0	0	0	0	71
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	10	18	31	0	0	0	0	0	0	0	59

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	5	10	6	0	0	0	0	0	0	0	21
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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	7	1	6	10	0	0	0	0	0	0	0	0	0	24
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Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Wednesday 7/31/2019

Prior Year - 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Prior Year - 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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One or more suspensions	3	2	3	5	8	7	0	0	0	0	0	0	0	28
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Course failure in ELA or Math	8	2	10	2	0	0	0	0	0	0	0	0	0	22
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Level 1 on statewide assessment	0	0	0	28	23	26	0	0	0	0	0	0	0	77
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The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	2	2	4	5	5	0	0	0	0	0	0	0	21

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	35%	51%	57%	36%	51%	55%
ELA Learning Gains	42%	51%	58%	53%	53%	57%
ELA Lowest 25th Percentile	35%	49%	53%	52%	50%	52%
Math Achievement	46%	57%	63%	45%	58%	61%
Math Learning Gains	43%	56%	62%	55%	57%	61%
Math Lowest 25th Percentile	34%	47%	51%	55%	49%	51%
Science Achievement	34%	47%	53%	51%	46%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	70 (0)	66 (0)	69 (0)	69 (0)	73 (0)	72 (0)	419 (0)
Attendance below 90 percent	11 (0)	12 (0)	11 (0)	11 (0)	17 (0)	9 (0)	71 (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)	10 (0)	18 (0)	31 (0)	59 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	52%	-19%	58%	-25%
	2018	37%	51%	-14%	57%	-20%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	29%	48%	-19%	58%	-29%
	2018	31%	48%	-17%	56%	-25%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-2%				
Cohort Comparison		-8%				
05	2019	35%	47%	-12%	56%	-21%
	2018	42%	50%	-8%	55%	-13%
Same Grade Comparison		-7%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	56%	-16%	62%	-22%
	2018	56%	56%	0%	62%	-6%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2019	47%	56%	-9%	64%	-17%
	2018	46%	57%	-11%	62%	-16%
Same Grade Comparison		1%				
Cohort Comparison		-9%				
05	2019	39%	51%	-12%	60%	-21%
	2018	43%	56%	-13%	61%	-18%
Same Grade Comparison		-4%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	45%	-14%	53%	-22%
	2018	49%	51%	-2%	55%	-6%
Same Grade Comparison		-18%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	8	23	36	29	33	23	8				
ELL	25	33	21	46	40	33	36				
BLK	46	43		43	39		42				
HSP	30	39	22	47	44	27	29				
WHT	33	44		42	47						
FRL	34	42	39	47	40	32	36				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	310
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

4th Grade ELA was our lowest performance area. Our black and white subgroups increased in proficiency, however our remaining subgroups decreased in proficiency. For the three years prior to the 2018-2019 school year, we had an upward trend of increased proficiency. Last year however the trend reversed in every tested area. An increase in our SWD student population and year long term substitutes in two ESE positions had a negative impact on our scores.

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

The greatest decline was in Math lowest 25%. It fell 20 points from the prior year. We believe a misunderstanding of how to correctly grid the answers in third grade played a major role in the decline in scores. According to the STAR Math data before testing, 72% of the students were rated as proficient.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Overall ELA had the greatest gap when compared to the state average. Looking at individual grade levels 4th grade had the biggest gap with 29%. The trend over the past three years was a decline in the gap between the school and state. Our ESE and ESOL population continues to grow, however we had long term subs in two ESE positions as I could not fill the empty positions. Chronic absences are also contributing to this data.

Which data component showed the most improvement? What new actions did your school take in this area?

Overall SWD and Black subgroups showed the most improvement increasing 13%. We incorporated more technology into the classrooms. last year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We have two main concerns in looking at the EWS data. The first concern is the amount of students who earned a level one on ELA and/or Math FSA test. The other main concern is the fact that 25% of our students have a chronic attendance issue.

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

1. Increase ELA proficiency on the FSA
2. Increase Math proficiency on the FSA
3. Increase Science proficiency on the State Test
4. Decrease the percentage of students with chronic attendance problems
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Raising achievement levels of all subgroups on the ELA portion of the FSA.
Rationale	All subgroups had a drastic decrease in proficiency in the 2018-2019 school year. ESSA subgroups scoring below 41% were as follows: Hispanic 35%, SWD 23%, Economically disadvantaged 39%, and English Language Learners 34% By providing professional development in teaching strategies,(especially geared for ESE and English language learners) and interventions all teachers will meet the needs of their students and thus increase the proficiency levels. With additional emphasis for teachers on common planning, pacing, student engagement, differentiated small groups, and decreasing teacher talk we will show an increase in student proficiency and learning gains of all subgroups.

State the measurable outcome the school plans to achieve	The intended outcome is to show an upward trend in the proficiency levels of all subgroups on the 2019-2020 ELA FSA.
Person responsible for monitoring outcome	Ana Jusino-Fraser (ana.jusino-fraser@polk-fl.net)
Evidence-based Strategy	Professional Development using our school and district based ELA coach including follow up for all teachers in: DBQ writing, Step Up to Writing, Nearpod, Marzano vocabulary strategies, and LSI. Add additional weekly vocabulary time with ESOL students, using voyager reading remediation, and Smarty Ants software. Increase our quantity of library books and classroom libraries to promote more Accelerated Reading participation and reading for enjoyment. All of these programs are research based resources.
Rationale for Evidence-based Strategy	Through professional development and follow up teachers will gain the knowledge to identify, remediate, and monitor on-going data. Identifying the underlying problem area, using effective teaching strategies and resources, and then monitoring the data biweekly will drive differentiated instruction which in turn will increase proficiency levels.

Action Step

Description	<ol style="list-style-type: none"> 1. Schedule and deliver professional development in Nearpod, Step Up to Writing, DBQ, LSI, and Kagan. 2. Provide substitute teachers as needed for professional development. 3. Implement new professional development in the classroom. 4. Schedule follow up with the teachers on a bi-weekly basis during common planning time of implementation. 5. Review student work and class data to determine academic effectiveness. 6. Provide additional effective tutoring before, during, and after school for struggling students using Florida Ready materials. 7. Implement additional weekly vocabulary instruction time for ESOL students. 8. Update classroom libraries that are Sunshine State Readers and Accelerated Readers to encourage more students to participate in the Accelerated Reading program. 9. Purchase new books for the media center to offer students more variety in available books for checkout to encourage more Accelerated Reading and Free Reading. 10. Purchase BINGO games to help ESE and ESOL students deepen their understanding and fluency of the English Language. This in turn will help students increase their reading comprehension.
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11. All students will be assessed in STAR or Early Literature.
12. Teachers will break down the data to establish small instructional groups.
13. Teachers will implement the Power Hour every day in ELA to better meet the needs of the students.
14. Teachers will have access to Reading A-Z, writing journals, and instructional supplies (including technology) in order to meet students' needs.
15. Instructional school based coach (Ana Jusino-Fraser) will be allotted monies in the Title 1 budget to order needed supplies as data indicates.
16. Instructional school based coach (Ana Jusino-Fraser) will use paper and ink in order to compile student data and resources for the teachers.
17. Title 1 para will push into the classrooms to work with students throughout the year to help with fluency and comprehension.
18. Teachers will participate in weekly collaborative planning with the school based and/or district based coach with the emphasis on, pacing, student engagement, differentiated small groups, and decreasing teacher talk.

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

#2	
Title	Raising achievement levels of all subgroups on the Math portion of the FSA.
Rationale	All subgroups had a drastic decrease in proficiency in the 2018-2019 school year. ESSA subgroups scoring below 41% were as follows: Hispanic 35%, SWD 23%, Economically disadvantaged 39%, and English Language Learners 34%. By providing professional development in teaching strategies (especially geared for ESE and English language learners) and using effective interventions all teachers will better meet the needs of their students and thus increase the proficiency levels. With additional emphasis for teachers on common planning, pacing, student engagement, differentiated small groups, and decreasing teacher talk we will show an increase in student proficiency and learning gains of all subgroups.

State the measurable outcome the school plans to achieve	The measureable outcome will be an increase in proficiency and learning gains in Math on the FSA.
Person responsible for monitoring outcome	Johnna Bryant (johnna.bryant@polk-fl.net)
Evidence-based Strategy	Professional development and implementation of fraction bait for teachers in grades 3-5. Purchase hands-on manipulatives to implement weekly math fluency practice in every grade level.
Rationale for Evidence-based Strategy	Research has shown that Fraction Bait through bby is an effective strategy to raise math proficiency. Using hands-on manipulatives is essential to increase math fluency.

Action Step

Description	<ol style="list-style-type: none"> 1. Schedule and present professional development through bby. 2. Teachers in grades 4-5 will implement Fraction Bait in their classrooms. 3. Math coach and administration will provide support and guidance. 4. Implement weekly math fluency checks. 5. Math coach (Johnna Bryant) and administration will monitor the data on a weekly basis. 6. Purchase write and wipe math boards to increase student engagement and monitor mastery of material. 7. Purchase hand-on materials entitled Fraction Circles to help facilitate a deeper understanding of fractions for students in the tested grades. 8. Purchase laptops, Ipads, headphones and supplemental technology items such as Apple TV, headphones, and carts to increase student engagement and understanding. This technology will be used with district and school purchased software. 9. Title 1 para will push into classrooms to help with fact fluency and concept comprehension. 10. School based math coach will have funds available to purchase ink, paper, and other needed items to help teacher sort data, develop math centers, and track data throughout the year. 11. Monies has been set aside for instructional technology supplies as needed throughout the year.
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12. Teachers will participate in weekly collaborative planning with the school based and/or district based coach with the emphasis on, pacing, student engagement, differentiated small groups, and decreasing teacher talk.

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

#3	
Title	Raising achievement levels of all subgroups on the State Science Assessment
Rationale	All subgroups had a drastic decrease in proficiency in the 2018-2019 school year. ESSA subgroups scoring below 41% were as follows: Hispanic 35%, SWD 23%, Economically disadvantaged 39%, and English Language Learners 34% By providing professional development in teaching strategies,(especially geared for ESE and English language learners) and interventions all teachers will meet the needs of their students and thus increase the proficiency levels. With additional emphasis for teachers on common planning, pacing, student engagement, differentiated small groups, and decreasing teacher talk we will show an increase in student proficiency and learning gains of all subgroups.

State the measurable outcome the school plans to achieve	The measureable outcome will be an increase in proficiency of all subgroups on the 2019 - 2020 State Science Assessment.
Person responsible for monitoring outcome	Johnna Bryant (johnna.bryant@polk-fl.net)
Evidence-based Strategy	Implement the use of more hands-on experiences to provide additional resources and manipulatives to students in 4th and 5th grade.
Rationale for Evidence-based Strategy	Students need to experience science using all of their senses. By implementing more hands-on activities and experiences the students will develop a deeper understanding of the science concepts, thus increasing their proficiency on the 2019-2020 state science assessment.

Action Step	
Description	<ol style="list-style-type: none"> 1. Implement Science Speed Bags instruction in grades 4 and 5. 2. Implement the use of Generation Genius instructional science videos to provide additional visual cues. 3. Provide busing for Science based field trips for students in 4th and 5th grade to the Orlando Science Center. 4. Provided additional lab experiences for all students K-5 5. Purchase and implement Studies Weekly materials in the classroom for all grades K-5. 6. Title 1 para will help with the set up of science experiments in the science lab. 7. Students will use interactive writing journals in their science lessons. 8. Teachers will be given a follow-up activity that will be required to be completed by the students after the lab. This will be turned in to Mrs. Bryant and administration for documentation. 9. Technology items such as lap tops and I pads may be used for a deeper understanding of science concepts using programs such as Near Pod. 10. Students will participate in science activities both at school and on a field trip to the Orlando Science Center. 11. Teachers will participate in weekly collaborative planning with the school based and/or district based science coach with the emphasis on, pacing, student engagement, differentiated small groups, and decreasing teacher talk.

Person Responsible Johnna Bryant (johnna.bryant@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Many of the strategies we will use in ELA will also be used in Math and Science to help increase our proficiency levels of all students.

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 Schoolwide Improvement Plan 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 several designated people 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 1 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. Suggestions will be given to parents as to 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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 student's needs on a daily basis providing counseling and mentoring. He also helps parents and families with medical and/or financial resources available to them in their community. He works hand-in-hand with behavior interventionists in the district for student individual needs. Mental health training provided by the district will be attended by teachers and other staff members throughout the year. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources: CHAMPS, PBIS, and Mentoring programs

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 of our students.

In addition, we participate in the Smile Pack program that provides weekend food for students.

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 and career day)

Communicating with parents and local daycare centers during Kindergarten Roundup 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 the students who may leave during the school year.

The administration highly encourages empowering parents to act as advocates for their children. The Principal and Assistant Principal make themselves available to discuss questions and concerns parents have in regards to their children. The school will hold a Middle School Transition Night to provide students and parents of the wide array of school choices for the following year. Local Middle Schools will be in attendance to answer questions.

The Guidance Counselor reaches out to parents concerning available local resources for students and entire families. We also participate in the WE3 expo each year.

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 is to assist, guide, and support staff on all areas on the MTSS process. The MTSS team meets monthly with teachers.

Title I, Part A, funds school-wide services to 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

Funds professional development resources. These funds provide resources to build the capacity of teachers. These funds contribute to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.

Title III

Provides supplemental resources as identified and needed for English Language Learners (ELL) and their teachers in Title I schools.

Title IX- Homeless

The Hearth program, funded through Title IX, provides support for students identified as being in a homeless situation.

Violence Prevention Programs

We provide anti-bullying and drug prevention programs to all students.

Housing Programs

Students are referred to the Homeless Student Advocate.

Head Start

We have two Head Start units on our campus.

UniSIG provides additional funds to help support strategies and action steps identified in our SIP.

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 yearly career awareness event bringing in local business and industries to present to the students. We work with the local college campuses who provide mentors for our 4th and 5th grade students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Raising achievement levels of all subgroups on the ELA portion of the FSA.				\$189,588.70
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0631 - John Snively Elementary	UniSIG		\$56,280.00

			<i>Notes: Recruitment/Retention Stipends</i>			
5100	150-Aides	0631 - John Snively Elementary	UniSIG		\$8,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
5100	220-Social Security	0631 - John Snively Elementary	UniSIG		\$4,917.42	
			<i>Notes: Recruitment/Retention Stipends</i>			
5100	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		\$122.12	
			<i>Notes: Recruitment/Retention Stipends</i>			
5200	120-Classroom Teachers	0631 - John Snively Elementary	UniSIG		\$22,400.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
5200	150-Aides	0631 - John Snively Elementary	UniSIG		\$2,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
5200	220-Social Security	0631 - John Snively Elementary	UniSIG		\$1,866.60	
			<i>Notes: Recruitment/Retention Stipends</i>			
5200	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		\$46.36	
			<i>Notes: Recruitment/Retention Stipends</i>			
6120	130-Other Certified Instructional Personnel	0631 - John Snively Elementary	UniSIG		\$4,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
6120	220-Social Security	0631 - John Snively Elementary	UniSIG		\$306.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
6120	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		\$7.60	
			<i>Notes: Recruitment/Retention Stipends</i>			
6400	130-Other Certified Instructional Personnel	0631 - John Snively Elementary	UniSIG		\$8,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
6400	220-Social Security	0631 - John Snively Elementary	UniSIG		\$612.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
6400	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		\$15.20	
			<i>Notes: Recruitment/Retention Stipends</i>			
7300	110-Administrators	0631 - John Snively Elementary	UniSIG		\$8,000.00	

			<i>Notes: Recruitment/Retention Stipends</i>		
7300	160-Other Support Personnel	0631 - John Snively Elementary	UniSIG		\$3,000.00
			<i>Notes: Recruitment/Retention Stipends</i>		
7300	220-Social Security	0631 - John Snively Elementary	UniSIG		\$841.50
			<i>Notes: Recruitment/Retention Stipends</i>		
7300	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		\$20.90
			<i>Notes: Recruitment/Retention Stipends</i>		
5900	120-Classroom Teachers	0631 - John Snively Elementary	UniSIG		\$2,927.00
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring</i>		
5900	130-Other Certified Instructional Personnel	0631 - John Snively Elementary	UniSIG		\$1,200.00
			<i>Notes: Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring</i>		
5900	140-Substitute Teachers	0631 - John Snively Elementary	UniSIG		\$500.00
			<i>Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring</i>		
5900	150-Aides	0631 - John Snively Elementary	UniSIG		\$800.00
			<i>Notes: Paraprofessional -Stipends for paraprofessionals to provide supplementary after school, before school or Saturday tutoring</i>		
5900	210-Retirement	0631 - John Snively Elementary	UniSIG		\$459.67
			<i>Notes: Retirement - 8.47% - Instructional personnel for extended learning</i>		
5900	220-Social Security	0631 - John Snively Elementary	UniSIG		\$415.17
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>		
5900	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		\$10.31
			<i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i>		
5900	510-Supplies	0631 - John Snively Elementary	UniSIG		\$9,840.00
			<i>Notes: Supplies - papers, writing utensils, folders, books, to provide supplementary supplies to support extended learning programs - Ready Florida</i>		
6200	610-Library Books	0631 - John Snively Elementary	UniSIG		\$10,512.55
			<i>Notes: Library Books - Supplemental media materials and books - Level books, science books, music books</i>		
5100	369-Technology-Related Rentals	0631 - John Snively Elementary	UniSIG		\$6,000.00

			<i>Notes: Technology-Related Rentals - of educational software and online subscriptions</i>			
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		\$6,000.00
			<i>Notes: Supplies - Instructional - Step Up to Writing</i>			
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		\$25,000.00
			<i>Notes: Classroom Libraries and/or guided reading books - 25 classrooms</i>			
	6400	310-Professional and Technical Services	0631 - John Snively Elementary	UniSIG		\$2,611.20
			<i>Notes: Professional and Technical Services - Reimbursement for substitutes during contact hours for instructional staff participating in LSI PD - Kelly Services</i>			
	6400	310-Professional and Technical Services	0631 - John Snively Elementary	UniSIG		\$761.60
			<i>Notes: Professional and Technical Services - Reimbursement for substitutes during contact hours for instructional staff participating in Kagan PD - Kelly Services</i>			
	5000	510-Supplies	0631 - John Snively Elementary	UniSIG		\$99.50
			<i>Notes: Instructional Supplies - Bingo Games learning library</i>			
	6400	310-Professional and Technical Services	0631 - John Snively Elementary	UniSIG		\$2,016.00
			<i>Notes: Professional and Technical Services - Kagan PD - 7 teachers at Polk State College - In County</i>			
2	III.A.	Areas of Focus: Raising achievement levels of all subgroups on the Math portion of the FSA.				\$28,394.54
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	644-Computer Hardware Non-Capitalized	0631 - John Snively Elementary	UniSIG		\$11,820.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - iPads (30)</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0631 - John Snively Elementary	UniSIG		\$3,235.82
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- iPad Carts (2)</i>			
	5100	519-Technology-Related Supplies	0631 - John Snively Elementary	UniSIG		\$300.00
			<i>Notes: Technology-Related Supplies - Apple TVs (2)</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0631 - John Snively Elementary	UniSIG		\$1,264.00
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- Laptop Cart (1)</i>			
	5100	644-Computer Hardware Non-Capitalized	0631 - John Snively Elementary	UniSIG		\$6,656.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - Laptops (8)</i>			
	5100	519-Technology-Related Supplies	0631 - John Snively Elementary	UniSIG		\$1,749.50

			<i>Notes: Technology-Related Supplies - Headphones (450)</i>			
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		\$3,369.22
			<i>Notes: Instructional Supplies - Dry Erase Boards, Fraction circles/bars, write and wipe fraction boards</i>			
3	III.A.	Areas of Focus: Raising achievement levels of all subgroups on the State Science Assessment				\$11,905.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	530-Periodicals	0631 - John Snively Elementary	UniSIG		\$4,000.00
			<i>Notes: Periodicals - Studies Weekly</i>			
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		\$3,750.00
			<i>Notes: Instructional Supplies - Science Speed Bags</i>			
	5100	369-Technology-Related Rentals	0631 - John Snively Elementary	UniSIG		\$495.00
			<i>Notes: Technology-Related Rentals - of educational software and online subscriptions - Generation Genius Science Videos</i>			
	5100	330-Travel	0631 - John Snively Elementary	UniSIG		\$3,060.00
			<i>Notes: Travel - Field Trip Orlando Science Center</i>			
	7800	790-Miscellaneous Expenses	0631 - John Snively Elementary	UniSIG		\$600.00
			<i>Notes: Field Trip - District Buses used for Educational Field Trips - Orlando Science Center</i>			
					Total:	\$237,267.25