John Snively Elementary

2020-21 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: 7/1/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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John Snively Elementary

848 SNIVELY AVE, Eloise, FL 33880

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	B	C

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Rosebrough, Diane	Principal	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: 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	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	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: 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
		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. 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	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.
Whaley, William	School Counselor	

Demographic Information

Principal start date

Wednesday 7/1/2015, Diane Rosebrough

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school
31

Demographic Data

2020-21 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
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Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
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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	79	65	67	63	73	69	0	0	0	0	0	0	0	416
Attendance below 90 percent	17	11	16	8	15	13	0	0	0	0	0	0	0	80
One or more suspensions	0	1	0	3	1	10	0	0	0	0	0	0	0	15
Course failure in ELA	23	5	16	4	5	3	0	0	0	0	0	0	0	56
Course failure in Math	11	2	11	7	7	3	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide ELA assessment	0	0	0	5	14	23	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide Math assessment	0	0	0	4	21	21	0	0	0	0	0	0	0	46
Dec 2019 STAR Reading Level 1	0	0	0	12	17	11	0	0	0	0	0	0	0	40
Dec 2019 STAR Mathematice Level 1	0	0	0	7	11	18	0	0	0	0	0	0	0	36

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	17	12	17	18	27	26	0	0	0	0	0	0	0	117

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	6	2	2	1	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 5/22/2020

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	
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

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
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	
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

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
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	1
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0

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.

The data component showing the lowest performance is ELA for grades 3-5 (STAR 29% showing proficiency in December) and Math for grade 5 (STAR 17% showing proficiency in December). We have an ever increasing population of ESE and ESOL students every year. These students typically come to us below grade level. Our school also has a high rate of absent and tardy students. Concerning the lack of progress in 5th grade math we attribute the decline to one particular struggling teacher who was responsible for one-third of the 5th grade scores. We provided support for that teacher and we were seeing increases in her modular assessments after the December STAR assessment.

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

Overall Math showed the greatest decline from the prior year. We identified two teaches who were struggling with effective standards based instruction. The 5th grade teacher was responsible for one-third of the 5th grade scores, and the 3rd grade teacher was responsible for one-half of the 3rd grade scores. We provided additional support from the school-based and district-based math coaches to these teachers. We provided additional planning, team teaching, modeling and feedback for these

teachers. Scores on modular assessments were increasing after the December STAR as a result of the additional supports that were put in place.

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.

Third, fourth and fifth grade FSA ELA data from the 2018-2019 school year had the greatest gap when compared to the state average at a 22% difference. Teachers not consistently providing effective Power Hour instruction that met the needs of the increasing number of ESE and ESOL students heavily contributed to this gap.

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

The Lowest 25% Learning Gains Cell showed the most improvement overall in both ELA and Math when comparing December STAR 2019 to FSA 2018-2019 data. Hispanic, SWD, ELL, and ED students showed increases in ELA. Hispanic, White, SWD, ELL, and E.D. students all showed improvements in Math.The Power Hour structure that we implemented this year using the ESOL department, ESE teachers, gifted teacher, and paras provided additional push in and pull out small group instruction which had a tremendous impact on moving our lowest 25% of students. Our SWD students in ELA, ELA learning gains, ELA lowest 25% , Math lowest 25%, and Science were consistent in showing gains using the December STAR and comparing it to the 2018-2019 FSA data. Consistency in our ESE department and implementation of the Power Hour both contributed to the gains.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance of students below 90% is a big area of concern. Every grade level except third grade showed double digit percentages of absences.

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

1. Increase effective standards based instruction in all core subjects.
2. Decrease the percentage of students who have attendance below 90%.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	All students will receive effective grade level standards-based instruction in order to improve student achievement in all core content areas. Teachers will meet weekly with school-based and district-based coaches to plan and implement standards-based instruction with the intent and rigor of their assigned grade level in order to bridge the gap in proficiency. In addition, teachers will effectively implement Power Hour each day to build on students' current level of learning in order to remediate or accelerate instruction, thus increasing proficiency and learning gains. In the 2019-2020 school year, students were not consistently receiving instruction aligned to the intent and rigor of the grade level standard. In addition, tasks were not used consistently. In 2018-2019 more than 65% of the students in grades 3-5 earned a level 1 or 2 on the state reading assessment and 54% earned a level 1 or 2 on the state math assessment. All ESSA subgroups performed below the 41% in Reading. One ESSA subgroup (SWD) scored below the 41% in Math.
Measurable Outcome:	As a result of implementing effective standards-based instruction taught in all core content areas, 40% of students will earn a level 3,4, or 5 on the state reading assessment, 50% of students will earn a level 3,4, or 5 on the state math assessment, and 40% of students will earn a level 3,4,or 5 on the state science assessment. All ESSA subgroups will perform at an overall minimum of 41%. Student learning will be monitored through grade level formative assessments and district progress monitoring tools.
Person responsible for monitoring outcome:	Diane Rosebrough (diane.rosebrough@polk-fl.net)
Evidence-based Strategy:	Weekly collaborative planning for both eschool teachers and brick and mortar teachers with school-based coaches, district-based coaches, professional development service personnel, teachers, and administration with a focus on effective teaching strategies to the intent and rigor of the grade level.
Rationale for Evidence-based Strategy:	Through purposeful weekly planning, modeling by coaches, and follow up observations by administration, teachers will consistently implement effective standards-based teaching strategies to identify, remediate, and monitor on-going data to increase proficiency of all students.

Action Steps to Implement

*Schedule and deliver professional development/presentations in Schoology, Nearpod, BBY math, Orlando Science Center, Mad Science, Voyager reading remediation, and Step Up to Writing, Review student work and class data to determine academic effectiveness.

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

Provide extended learning opportunities for students before, during, and after school hours.

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

Continue the Power Hour push-in/pull-out additional small group support for students in grades 3-5.

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

Instructional staff and school-based coaches will be allotted monies to order needed supplies as data indicates.

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

Instructional school-based coaches will use paper and ink to compile student data and resources for teachers.

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

Conduct and graph on-going progress monitoring modules and assessments of students throughout the year.

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

Continue to implement scheduled 5th grade Science lab experiments with follow up in the Science lab versus in the classroom setting.

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

Provide Studies Weekly subscriptions to students in grades 1-5 to implement Social Studies and Science curriculum with rigor.

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

Increase media center books to better meet the varying reading levels and interest of students.

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

Provide writing journals for Kindergarten and first grade to incorporate more writing into the curriculum.

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

Provide Scholastic Weekly Reader for Kindergarten students to incorporate social studies curriculum with rigor.

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

Purchase laptops, Ipads, and supplemental technology items such as cases to increase student engagement and understanding. This technology will be used with district and school purchased software.

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

Teachers will have access to Reading A-Z , writing journals, and instructional supplies (including technology) in order to meet students' needs.

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

Schedule Title 1 paras to push into classrooms to offer additional instructional support for teachers and students.

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

After hours collaborative planning will be offered to all teachers K-5. Teachers would be paid to plan with the academic coaches after their contract time using UniSIG funds.

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

Administration and academic coaches will tier teachers for support as needed.

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

Conduct weekly focused PLC sessions with all teachers to introduce/review effective teaching strategies, monitoring strategies, and monitoring questions to use during their instruction.

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

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Historically, Snively Elementary has had 25% of the student population K-5 with a less than 90% attendance rate. Students can't benefit from investments in high quality instruction and more engaging, rigorous curriculum unless they are in their classroom. As early as the first month of school, chronic absence (missing 10 percent or more of school days) can be an early warning sign of academic trouble. Children who miss too much school in kindergarten and first grade often struggle to read proficiently by the end of third grade. Previously, student attendance was tracked in the current year only. By identifying students with poor prior school year attendance, we can appropriately place the students into the correct tier. Chronic attendance data from 2019-2020 was as follows: K - 23% (17/74) 1 - 20% (13/65) 2 - 24% (16/67) 3 - 16% (10/63) 4 - 23% (17/74) 5 - 22% (15/69) We are targeting all students with an added emphasis on the four ESSA subgroups that were below the 41% on the 2019 FSA: Hispanic, SWD, Economically Disadvantaged, and ELL.
Measurable Outcome:	As a result of establishing a school plan for reducing chronic absence based on an analysis of strengths and challenges around school climate and attendance practice, chronic attendance will decrease by 10% for the 2020-2021 school year.
Person responsible for monitoring outcome:	William Whaley (william.whaley@polk-fl.net)
Evidence-based Strategy:	Reducing chronic absence fits into the three-tiered reform systems being successfully implemented to reduce chronic absenteeism in schools and districts across the United States. Tier 1 represents universal strategies to encourage good attendance for all students. Tier 2 provides early intervention for students who need more support to avoid chronic absence. Tier 3 offers intensive support for students facing the greatest challenges to getting to school.
Rationale for Evidence-based Strategy:	Children living in poverty are two to three times more likely to be chronically absent—and face the most harm because their community lacks the resources to make up for the lost learning in school. Students from communities of color as well as those with disabilities are disproportionately affected. Tier 1 = students whose good attendance could be maintained and cultivated as long as the universal, prevention supports are in place. Tier 2 = students who have a past history of moderate chronic absence (missing 10% or more of school) or face a risk factor (e.g. a chronic illness like asthma) which makes attendance more tenuous and need a higher level of more individualized support in addition to benefiting from the universal supports. Tier 3 = students with several levels of chronic absence (missing 20% or more of school in the past year or during the first month of school) and/or face a risk factor (like involvement in the child welfare or juvenile justice system, homelessness or having a parent who has been incarcerated).

Action Steps to Implement

» Create a school team that regularly reviews attendance data for trends for all students and identify how many and which students fall into the different tiers of needed support

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

» Establish a school plan for reducing chronic absence based on an analysis of strengths and challenges around school climate and attendance practice

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

» Cultivate an atmosphere where students feel respected and safe

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

» Reinforce a positive, welcoming experience in the front office

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

» Create visuals (bulletin boards, banners, posters) that reflect attendance messaging and modify during the year to sustain impact

Person Responsible   William Whaley (william.whaley@polk-fl.net)

» Explain expectations for attendance, and how absences can add up, in back-to-school materials and at events, and in ongoing communication throughout the year.

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

» Ensure that Snively Elementary School has opportunities for parental engagement and involvement including organized parent groups, learning at home, and volunteer opportunities

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

» Call when students miss 3 days of school to express concern

Person Responsible   William Whaley (william.whaley@polk-fl.net)

Create friendly competition among classrooms offering raffles, parties and public recognition for good and improved attendance
Celebrate individual progress through weekly, monthly and periodic recognition using bulletin boards, certificates, verbal and written acknowledgements
Recognize students and parents at special assemblies

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

Work collaboratively with the school social worker to schedule Parent/School Staff Conferences and/or home visits to discuss absences with the parents and connect parents with possible needed resources

Person Responsible   William Whaley (william.whaley@polk-fl.net)

Offer incentives for parents as well as students when improving attendance

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

The Principal and School Guidance Counselor will review attendance data for trends for all students and identify how many and which students fall into the three different tiers of needed support .All students K-5 will participate in a bi-weekly attendance program to increase attendance rates. Grade level winners will be announced and rewarded every two weeks. Perfect attendance by class will be charted by each homeroom teacher. When the chart is full the class will receive a reward.

Person Responsible William Whaley (william.whaley@polk-fl.net)

Attendance will be incorporated into the school PBS program. Students earning monthly PBS and having 80% attendance will receive an additional monthly reward.

Person Responsible Elizabeth Munoz (elizabeth.munoz@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

No other remaining priorities identified in 2 E

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Snively Elementary School we have incorporated a multi-tiered school wide Positive Behavior Support plan to support our staff, students, and families academically and behaviorally. Tier 1 is a proactive approach designed to emphasize desired behaviors with intrinsic and extrinsic motivators that are supplied by the outside community, School Advisory Council, and parents. Tier 2 is designed to assist those students, families, and teachers that are at risk for developing more serious problems and are in need more support from outside organizations to be successful....Hearth. Tier 3 is designed for those who have more intense individual support and typically need formal assessments to identify the issue, teaching several strategies to cope and assess the individuals needs. Using the multi-tiered system allows us to identify the needs, proactively address the situation, and collectively using all stakeholders potentially reaching a successful action plan that produces success for all.
We are committed to:

*Notifying parents about our school's identification for improvement, and/or school grade through the school newsletter, facebook, school website, and/or district letter
*Hold an annual meeting for parents which will include an explanation of title 1 and Parents' Right to Know.
*Hold various evening parent nights (May be virtual)
*Make parents aware of diverse volunteering opportunities
*Contact all parents within the first semester of school to establish a positive line of communication
*Meet with parents no less than once a 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.(May be virtual)
*Parents will be asked to review the student's planner daily (Using Class dojo currently due to Covid concerns)
*Partnerships will be developed and deepened with community based organizations and businesses to provide support and programs for students and their families.
*Hold a transition to Kindergarten meeting and a transition to middle school meeting to assist parents for the next academic step for their child.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$182,443.76
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0631 - John Snively Elementary	UniSIG	3.0	$45,355.02
			Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation - Computer Lab Para			
	5100	210-Retirement	0631 - John Snively Elementary	UniSIG		$4,535.50
			Notes: Retirement - 8.47% - Instructional Personnel			
	5100	220-Social Security	0631 - John Snively Elementary	UniSIG		$3,469.66
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	0631 - John Snively Elementary	UniSIG		$27,864.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	0631 - John Snively Elementary	UniSIG		$64.80
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		$86.17
			Notes: Workers Compensation - .19% - Instructional Personnel			
	5900	120-Classroom Teachers	0631 - John Snively Elementary	UniSIG		$17,299.20

			Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 12 teachers - 3 hours per week for 24 weeks			
	5900	210-Retirement	0631 - John Snively Elementary	UniSIG		$1,761.93
			Notes: Retirement - 8.47% - Instructional personnel for extended learning			
	5900	220-Social Security	0631 - John Snively Elementary	UniSIG		$1,347.84
			Notes: Social Security - 7.65% - Instructional personnel for extended learning			
	5900	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		$33.49
			Notes: Workers Compensation -.19% - Instructional personnel for extended learning			
	5900	150-Aides	0631 - John Snively Elementary	UniSIG		$1,184.00
			Notes: Stipends for paraprofessionals to provide supplementary after school, before school or Saturday tutoring 1 para - 3 hours per week for 24 weeks			
	5900	210-Retirement	0631 - John Snively Elementary	UniSIG		$86.40
			Notes: Retirement - 8.47% - Instructional personnel for extended learning			
	5900	220-Social Security	0631 - John Snively Elementary	UniSIG		$66.10
			Notes: Social Security - 7.65% - Instructional personnel for extended learning			
	5900	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		$1.64
			Notes: Workers Compensation -.19% - Instructional personnel for extended learning			
	6150	120-Classroom Teachers	0631 - John Snively Elementary	UniSIG		$2,446.92
			Notes: Classroom Teachers - Stipends for Classroom Teachers to assist with family engagement activities 28 teachers - 3 events - 1.5 hours each			
	6150	210-Retirement	0631 - John Snively Elementary	UniSIG		$244.69
			Notes: Retirement Retirement - 8.47% - Parent/Family Engagement			
	6150	220-Social Security	0631 - John Snively Elementary	UniSIG		$187.19
			Notes: Social Security - 7.65% -Parent/Family Engagement			
	6150	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		$4.65
			Notes: Workers Compensation - .19% - Schools-Parent/Family Engagement			
	6150	130-Other Certified Instructional Personnel	0631 - John Snively Elementary	UniSIG		$174.78
			Notes: Other Certified Instructional Personnel- Stipends to assist with parent/family engagement activities - Coach, Interventionists, Network Mgr., Guidance Counselor 2 coaches - 1.5 hours each night - 3 nights			
	6150	210-Retirement	0631 - John Snively Elementary	UniSIG		$17.48
			Notes: Retirement Retirement - 8.47% - Parent/Family Engagement			

	6150	220-Social Security	0631 - John Snively Elementary	UniSIG		$13.37
		Notes: Social Security - 7.65% -Parent/Family Engagement				
	6150	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		$0.33
		Notes: Workers Compensation - .19% - Schools-Parent/Family Engagement				
	6150	150-Aides	0631 - John Snively Elementary	UniSIG		$270.00
		Notes: Aides Paraprofessional - Stipends to assist with parent/family engagement activities 5 paras - 1.5 hours each night - 3 nights				
	6150	210-Retirement	0631 - John Snively Elementary	UniSIG		$27.00
		Notes: Retirement Retirement - 8.47% - Parent/Family Engagement				
	6150	220-Social Security	0631 - John Snively Elementary	UniSIG		$20.66
		Notes: Social Security - 7.65% -Parent/Family Engagement				
	6150	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		$0.51
		Notes: Workers Compensation - .19% - Schools-Parent/Family Engagement				
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		$6,334.20
		Notes: Supplies - Instructional - General Classroom Supplies - Paper, pencils, markers, post it notes, binders, folders, chart paper, etc..				
	5100	644-Computer Hardware Non-Capitalized	0631 - John Snively Elementary	UniSIG		$11,072.00
		Notes: Computer Hardware Non-Capitalized - $250.00 to $999.99 - 28 iPads				
	5100	519-Technology-Related Supplies	0631 - John Snively Elementary	UniSIG		$5,952.90
		Notes: Technology-Related Supplies - 58 iPad Cases, 10 Headphones				
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0631 - John Snively Elementary	UniSIG		$1,618.00
		Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to $1,000- 1 iPad Cart				
	5100	369-Technology-Related Rentals	0631 - John Snively Elementary	UniSIG		$6,151.25
		Notes: Technology Related Rentals - Educational Software and Online Subscriptions - Nearpod, Generation Genius, Reading A-Z, Reading A-Z ELL				
	5100	530-Periodicals	0631 - John Snively Elementary	UniSIG		$3,021.00
		Notes: Periodicals - Studies Weekly				
	6150	310-Professional and Technical Services	0631 - John Snively Elementary	UniSIG		$1,171.00
		Notes: Professional and Technical Services - Orlando Science Center				

	5100	310-Professional and Technical Services	0631 - John Snively Elementary	UniSIG		$3,070.00
			Notes: Professional and Technical Services - Orlando Science Center,			
	6200	610-Library Books	0631 - John Snively Elementary	UniSIG		$6,250.00
			Notes: Library Books - Supplemental media materials and books - Level books, science books			
	5100	519-Technology-Related Supplies	0631 - John Snively Elementary	UniSIG		$2,686.46
			Notes: Technology Related Supplies - Instructional - Ink and Toner			
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		$379.88
			Notes: Instructional Supplies - See Inside Bucket Balance, Unifix Cubes, Ten Frames			
	6300	120-Classroom Teachers	0631 - John Snively Elementary	UniSIG		$17,979.12
			Notes: Classroom Teachers Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 18 teachers - 34 hours each			
	6300	130-Other Certified Instructional Personnel	0631 - John Snively Elementary	UniSIG		$2,153.04
			Notes: Other Certified Instructional Personnel Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 2 coaches/interventionists - 38 hours each			
	6300	210-Retirement	0631 - John Snively Elementary	UniSIG		$2,013.22
			Notes: CP retirement			
	6300	220-Social Security	0631 - John Snively Elementary	UniSIG		$1,540.11
			Notes: CP SS			
	6300	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		$38.25
			Notes: CP WC			
	6400	310-Professional and Technical Services	0631 - John Snively Elementary	UniSIG		$2,700.00
			Notes: bby pd - 30 participants expected			
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		$1,750.00
			Notes: Classroom Libraries and/or guided reading books for 7 classrooms			
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
					Total:	$188,171.25