John Snively Elementary

2021-22 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: 6/29/2016

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	B

School Board Approval

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SIP Authority

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

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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	Position Title	Job Duties and Responsibilities
Rosebrough, Diane	Principal	The Principal oversees schoolwide conditions including facility conditions, core instruction, collaborations and interventions, curriculum and assessment, and data to drive continuous school improvement.
Whaley, William	School Counselor	Works collaboratively with Administration concerning the educational and emotional needs of all students. Reviews and analyzes student data to problem solve needed interventions, Facilitates and collaborates with referring teachers on a monthly basis to design feasible strategies and evidence-based interventions for struggling students. Works collaboratively with Administration, School attendance manager, School social worker and parents to increase attendance of all students. Designs and implements attendance challenges with incentives for students in Kindergarten through Fifth Grade. Facilitates the collaboration of the ESE department and student services.
Johnson, Tony	Assistant Principal	Works collaboratively with the Principal on schoolwide conditions including facility conditions, core instruction, collaborations and interventions, curriculum and assessment, and data to drive continuous school improvement. Specific duties include: Implement and oversee the school's PBIS program. Acts as Testing Coordinator. Assists in school discipline.
Bryant, Johnna	Math Coach	Ensure all teachers are provided with needed instructional materials for math and science. Provide Coaching support to teachers as needed. Provide additional support in the classroom as requested by the teacher (team teaching or modeling) or identified through administrative walk throughs. Provide small group instruction to struggling students as identified through ongoing progress monitoring. Facilitate collaborative lesson planning. Serve on the MTSS committee. Collaborates with administration to ensure all academic programs are aligned to our SIP goals.
Jusino-Fraser, Ana	Reading Coach	Ensure all teachers are provided with needed instructional materials for ELA and Writing. Provide Coaching support to teachers as needed. Provide additional support in the classroom as requested by the teacher (team teaching or modeling) or identified through administrative walk throughs. Provide small group instruction to identified struggling students as identified through ongoing progress monitoring. Facilitate collaborative lesson planning. Serve on the MTSS committee.

Name	Position Title	Job Duties and Responsibilities
		Collaborate with administration to ensure all academic programs are aligned to our SIP goals.

Demographic Information

Principal start date

Wednesday 6/29/2016, 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.*

0

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.*

4

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

375

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	43	63	64	54	56	54	0	0	0	0	0	0	0	334
Attendance below 90 percent	20	19	16	13	11	25	0	0	0	0	0	0	0	104
One or more suspensions	0	0	0	1	0	6	0	0	0	0	0	0	0	7
Course failure in ELA	3	1	1	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	1	3	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	14	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	19	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	22	10	39	46	41	57	0	0	0	0	0	0	0	215
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	14	11	20	0	0	0	0	0	0	0	45
Level 1 on 2021 statewide FSA Math assessment	0	0	0	25	14	25	0	0	0	0	0	0	0	64
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	14	13	10	26	0	0	0	0	0	0	0	66

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	2	5	3	1	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 7/30/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				35%	51%	57%	38%	50%	56%
ELA Learning Gains				42%	51%	58%	51%	51%	55%
ELA Lowest 25th Percentile				35%	49%	53%	61%	45%	48%
Math Achievement				46%	57%	63%	54%	58%	62%
Math Learning Gains				43%	56%	62%	58%	56%	59%
Math Lowest 25th Percentile				34%	47%	51%	63%	44%	47%
Science Achievement				34%	47%	53%	56%	53%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison						
04	2021					
	2019	29%	48%	-19%	58%	-29%
Cohort Comparison		-33%				
05	2021					
	2019	35%	47%	-12%	56%	-21%
Cohort Comparison		-29%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	40%	56%	-16%	62%	-22%
Cohort Comparison						
04	2021					
	2019	47%	56%	-9%	64%	-17%
Cohort Comparison		-40%				
05	2021					
	2019	39%	51%	-12%	60%	-21%
Cohort Comparison		-47%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	31%	45%	-14%	53%	-22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

First grade through fifth students used STAR Reading and Math.
Fifth grade students used District Quarterly Assessments for Science.

Grade 1				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	60%	72%	58%
	Economically Disadvantaged	60%	71%	56%
	Students With Disabilities	25%	63%	38%
	English Language Learners	44%	53%	53%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	70	73	57
	Economically Disadvantaged	67	71	55
	Students With Disabilities	75	88	63
	English Language Learners	75	76	47

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	79	67	72
	Economically Disadvantaged	87	58	64
	Students With Disabilities	100	67	67
	English Language Learners	73	69	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	57%	45%
	Economically Disadvantaged	43%	50%	39%
	Students With Disabilities	25%	38%	22%
	English Language Learners	45%	50%	43%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	50%	40%
	Economically Disadvantaged	52%	48%	42%
	Students With Disabilities	25%	11%	0
	English Language Learners	41%	44%	31%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46%	38%	33%
	Economically Disadvantaged	50%	43%	40%
	Students With Disabilities	0	13%	11%
	English Language Learners	47%	27%	25%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39%	53%	29%
	Economically Disadvantaged	31%	53%	26%
	Students With Disabilities	0	0	0
	English Language Learners	41%	41%	29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	53%	52%
	Economically Disadvantaged	40%	50%	53%
	Students With Disabilities	0	0	0
	English Language Learners	47%	53%	53%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	29%	42%
	Economically Disadvantaged	26%	27%	42%
	Students With Disabilities	0	7%	13%
	English Language Learners	18%	21%	41%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	41%	34%
	Economically Disadvantaged	43%	35%	29%
	Students With Disabilities	19%	33%	18%
	English Language Learners	44%	42%	43%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	39%	54%
	Economically Disadvantaged	38%	34%	51%
	Students With Disabilities	20%	13%	13%
	English Language Learners	43%	42%	58%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	3	35	55	9	41		13				
ELL	36	53	73	41	47		34				
BLK	26	30		25	40		18				
HSP	45	61	79	43	43	64	38				
WHT	30			35			20				
FRL	41	52	77	37	42	58	25				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	
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	28
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with disabilities lag behind the other subgroups in every core content area.
There is also a noticeable drop in ELA scores from 3rd grade to 4th grade.
On 5th grade STAR we showed good growth in both ELA learning gains and lowest 25% was noted.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Both ELA and Math overall scores need improvement. Also, the lowest 25% needs to show more learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Online learning created a barrier to improvement in all areas. Lack of hands on materials for those students learning online created a barrier to learning in both writing and math. Lack of griding instruction during the 2018-2019 school year contributed to lower Math FSA scores. The Accelerated Reading Program was not as effective in the 2020-2021 school year. There was a staffing change of our media specialist this past year. She ended up leaving before the end of the year which in turn effected our library circulation and AR program.
Actions for the upcoming school year will include implementing a before school math club to create a deeper interest and understanding of math fluency. We will have a dedicated math review block in each grade level that will focus on areas in need of strengthening. We will be implementing the new BEST standards in grades K-2. Direct weekly instruction on griding will take place in grades 3-5.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring data during the 2020-2021 school year, our students showed the most improvement in ELA. Overall Learning gains, including the lowest 25% learning gains on STAR ELA also showed a marked increase compared to 2018-2019 FSA scores.

What were the contributing factors to this improvement? What new actions did your school take in this area?

One third of our past fourth grade students looped up to 5th grade with the same teacher. This consistency in instruction and rigor played a contributing role in this improvement. This same teacher taught ELA to all 5th grade campus students which was 2/3 of our entire fifth grade. Another contributing factor to this improvement was push in support from paras and resource teachers during Power Hour. With this additional support students could be placed in small groups to address instructional gaps.

What strategies will need to be implemented in order to accelerate learning?

In Math we will be implementing math centers to accelerate learning independently. We will be implementing a math review block in each grade level to strengthen foundational skills such as place value, fluency, and real world connections to math. Implementation of the new BEST standards and new reading curriculum partnered with a robust AR program through the media center will help increase fluency and comprehension. Continuation of push in support from paras and resource teachers using research based strategies will also help accelerate learning in all grades especially in grades 3-5 during Power Hour. Our planning focus will be on acceleration through research based strategies in all grade levels.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

BEST standards professional development will occur throughout the school year. In addition, we will offer training in the new Reading Wonders Curriculum that better aligns with the BEST standards. We plan to conduct professional development on visual math strategies for the upcoming school year. This would include using more graphs, charts, and visual aids. Both of our academic coaches will be providing individual teacher support as needed through push ins, modeling and video trainings.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Weekly curricular planning with teachers, academic coaches and administration will continue for the upcoming school year. Identification of both excelling students and those in need of remediation through our MTSS process will help ensure differentiated needs are met. Daily administrative walk throughs for support and feedback will occur. Administration, Guidance, and school social worker will focus on increasing attendance rates in all grade levels. Afterschool tutoring for all students in grades 3-5 will occur from October to April. We are implementing the Elementary National Honor Society in grades 4 and 5 to recognize and deepen students' intrinsic motivation to excel in school.

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 using the thirteen research based strategies taken from the Learning Sciences Marzano Center Essentials for Achieving Rigor in order to improve student achievement in all core content areas. With a change in students' consistent campus learning environment, and the implementation of the new BEST standards in grades K-2, the upcoming school year will place an emphasis on student understanding, planning and implementation of the new standards in K-2 as well as maintaining the former standards in grades 3-5 to their full extent. This crucial focus will help increase student proficiency and learning gains in all subject areas. Our 2020-2021 FSA data showed 61% of the students in grades 3-5 earned a level 1 or 2 on the FSA reading assessment and 61% earned a level 1 or 2 on the FSA math assessment.
Measurable Outcome:	As a result of implementing effective standards-based instruction taught in all core content areas, 41% of students will earn a level 3, 4, or 5 on the FSA reading assessment, 50% of students will earn a level 3,4, or 5 on the FSA 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%.
Monitoring:	Student learning will be monitored through grade level formative assessments, district module assessments, STAR Early Literacy, STAR Reading, and STAR Math progress monitoring assessments. Teacher planning will be monitored through sign in sheets and observation. Implementation of collaborative planning will be monitored through daily administrative walk throughs, school based academic coach observations, and district level academic coach observations and feedback.
Person responsible for monitoring outcome:	Diane Rosebrough (diane.rosebrough@polk-fl.net)
Evidence-based Strategy:	Teachers will meet weekly with administration as well as school based and district based coaches to plan and implement standards based instruction to the full intent and rigor of their assigned grade level in order to increase proficiency.
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, accelerate, and monitor on-going data to increase student proficiency.

Action Steps to Implement

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.

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

Schedule and deliver professional develoment/presentations in visual learning strategies, Orlando Science Center, Mad Science, BEST standards, and Florida Wonders Reading Curriculum.

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 in order to purchase 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 student data 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 students to incorporate more writing across 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, I pads, and supplemental technology items such as cases to increase student engagement and understanding of the standards. 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 paras and resource personnel into the classrooms to offer instructional support for teachers and students.

Person Responsible   Tony Johnson (tony.johnson@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 and students for support as needed.

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

Implement Elementary National Honor Society to increase students' intrinsic motivation for success.

Person Responsible   Ana Jusino-Fraser (ana.jusino-fraser@polk-fl.net)

Create and implement an instructional delivery formula that guides our collaborative planning time to focus on the constructs of how we are teaching and minimizes the time spent discussing what we are teaching.

Person Responsible   Tony Johnson (tony.johnson@polk-fl.net)

#2. Other specifically relating to Attendance	
Area of Focus Description and Rationale:	Historically, Snively Elementary has had 25% of the student populationK-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 attendance. As early as the first month of school, chronic absence (missing 10% 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 in the correct support tier. Chronic attendance data from 2020-2021 was as follows: K-10 1-12 2-10 3-12 4-7 5-12
Measurable Outcome:	As a result of establishing a school plan for reducing chronic absences based on an analysis of strengths and challenges around school climate and attendance practice, chronic attendance will decrease by 5% for the 2021-2022 school year.
Monitoring:	Attendance will be monitored and tracked on a daily/weekly basis by the school counselor. Administration will meet with school counselor on a monthly basis for an update.
Person responsible for monitoring outcome:	William Whaley (william.whaley@polk-fl.net)
Evidence-based Strategy:	Reducing chronic absences fits into the three-tiered reform systems being 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. (Student recognition for perfect attendance, class attendance awards) Tier 2 provides early intervention for students who need more support to avoid chronic absences. (Phone calls home, attendance letters, meet with social worker if needed) Tier 3 offers intensive support for students facing the greatest challenges to getting to school. (Refer to social worker for family support) 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 disabilities are disproportionately affected.
Rationale for Evidence-based Strategy:	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 or 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   William Whaley (william.whaley@polk-fl.net)

Cultivate an atmosphere where students feel respected and safe.

Person Responsible   Tony Johnson (tony.johnson@polk-fl.net)

Reinforce a positive ,welcoming experience in the front office.

Person Responsible   Tony Johnson (tony.johnson@polk-fl.net)

Create visuals (bulletin boards, posters) that reflect attendance messaging and modify during the year to sustain an 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   Tony Johnson (tony.johnson@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 parents 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   William Whaley (william.whaley@polk-fl.net)

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

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

Attendance will be incorporated into the school PBIS program. Students earning monthly PBIS and having 90% attendance will receive an additional monthly reward.

Person Responsible   Tony Johnson (tony.johnson@polk-fl.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	All students will receive effective grade level Reading standards-based instruction using the thirteen research based instructional strategies taken from the Learning Sciences Marzano Center Essentials for Achieving Rigor model in order to improve student achievement in the Reading content areas. With a change in students' consistent campus learning environment, and the implementation of the new BEST standards in grades K-2, the upcoming school year will place an emphasis on student understanding, planning and implementation of the new standards in K-2 as well as maintaining the former standards in grades 3-5 to their full extent. This crucial focus will help increase student proficiency and learning gains in Reading. Our 2020-2021 FSA data showed 61% of the students in grades 3-5 earned a level 1 or 2 on the FSA reading assessment.
Measurable Outcome:	As a result of implementing effective standards-based instruction taught in all core content areas, 41% of students will earn a level 3, 4, or 5 on the FSA reading assessment
Monitoring:	Student learning will be monitored through grade level formative assessments, district module assessments, STAR Early Literacy, and STAR Reading progress monitoring assessments. Teacher planning will be monitored through sign in sheets and observation. Implementation of collaborative planning will be monitored through daily administrative walk throughs, school based academic coach observations, and district level academic coach observations and feedback.
Person responsible for monitoring outcome:	Diane Rosebrough (diane.rosebrough@polk-fl.net)
Evidence-based Strategy:	Teachers will meet weekly with administration as well as school based and district based coaches to plan and implement standards based instruction to the full intent and rigor of their assigned grade level in order to increase proficiency.
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, accelerate, and monitor on-going data to increase student proficiency.

Action Steps to Implement

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.

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

Schedule and deliver professional develement/presentations in visual learning strategies, BEST standards, the thirteen instructional strategies of the Learning Sciences Marzano Center Essentials for Achieving Rigor Model and Florida Wonders Reading Curriculum.

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 in order to purchase needed supplies as data indicates.

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

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

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 students to incorporate more writing across the curriculum.

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

Purchase laptops, I pads, and supplemental technology items such as cases to increase student engagement and understanding of the standards. 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 paras and resource personnel into the classrooms to offer instructional support for teachers and students.

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

After hours collaborative planning/PLC/Data digs 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	Diane Rosebrough (diane.rosebrough@polk-fl.net)

Create and implement an instructional delivery formula that guides our collaborative planning time to focus on the constructs of how we are teaching and minimizes the time spent discussing what we are teaching.

Person Responsible	Tony Johnson (tony.johnson@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Snively Elementary does not have a Safe Schools for Alex report. Looking at the discipline information from the 2020-2021 school year, we had a total of 18 students who received a discipline referral. Of those 18 students, 6 students had more than one offense. One student had 10 referrals, two students had 4 referrals, and 3 students had 2 referrals for the year. None of the referrals were SEISR incidents.

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.

At Snively Elementary School we have incorporated a multi-tiered schoolwide 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 of more support from outside organizations such a Hearth and/or other district support, to be successful. Tier 3 is designed for those who require more intense individual support. These students typically need behavioral and/or mental support to identify the issue, teach coping strategies and identification of the individual needs in order to achieve a positive school culture and environment. Using the multi-tiered system allows us to identify the needs, proactively address the situation, and collectively reach a successful action plan.
We are committed to:

*Helping provide basic supplies for students including hygiene items as well as appropriate attire in order for students to feel both equipped and prepared for success.
*Notifying parents about our school's identification for improvement, and/or school grade through the school's monthly newsletter, Facebook, school website, and/or district letter.
*Holding an annual meeting for parents which will include an explanation of Title 1 Parents' Right to Know.
*Holding various evening parent nights (May be virtual).
*Making parents aware of diverse volunteering opportunities.
*Contacting all parents within the first semester of school to establish a positive line of communication.
*Meeting with parents no less than once a year at convenient times for both parties to discuss the student's individual progress and test results. Parents will be given suggestions on how to best support their child at home. (May be virtual)

*Requesting that parents review their student's agenda daily.
*Developing and deepening partnerships with community based organizations and businesses to provide support and programs for students and their families.
*Holding a transition to Kindergarten meeting and a transition to middle school meeting to assist parents for their child's next academic step.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration: Establish and maintain positive interactions with students, staff, parents, and community partners.

Teachers: Reach out to all parents within the first semester of school to establish positive communication. Use agendas and/or class dojo to communicate with parents. Send student progress data to parents no less than quarterly. Notify parents of a drop in grades.

Parents: Send students to school ready to learn. Attend parent activities and conferences. Keep communication open between home and school.

Students: Maintain a Growth Mindset. Come to school on time and ready to learn. Follow school and classroom rules according to our PBIS model.

Volunteers: Establish a positive working relationship with all school personnel and students. Use their time and talents to assist teachers and students in many ways.

Business Partners: Establish a positive relationship with all stakeholders at the school. Support the staff and students by joining the SAC or PTO groups. Work with administration to build community/business relationships in support of the school.

School board members: Make sound decisions concerning the welfare and best interest of the students.

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				$180,348.10
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0631 - John Snively Elementary	UniSIG	2.0	$31,800.00
			Notes: Aides Paraprofessionals - Salaries - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	0631 - John Snively Elementary	UniSIG		$3,440.74
			Notes: Retirement - 10.82% - Instructional Personnel -			
	5100	220-Social Security	0631 - John Snively Elementary	UniSIG		$2,432.70
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	0631 - John Snively Elementary	UniSIG		$18,576.00

			Notes: Health and Hospitalization - Instructional Personnel		
	5100	232-Life Insurance	0631 - John Snively Elementary	UniSIG	$43.20
			Notes: Life Insurance - Instructional personnel		
	5100	240-Workers Compensation	0631 - John Snively Elementary	UniSIG	$60.42
			Notes: Workers Compensation - .19% - Instructional Personnel		
	5900	120-Classroom Teachers	0631 - John Snively Elementary	UniSIG	$8,739.00
			Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring - 6 teachers, 75 hours each @ $19.42 per hours		
	5900	130-Other Certified Instructional Personnel	0631 - John Snively Elementary	UniSIG	$2,913.00
			Notes: Other 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 2 Coaches, 75 hours each @ $19.42 per hour		
	5900	140-Substitute Teachers	0631 - John Snively Elementary	UniSIG	$2,250.00
			Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring 2 Provisionals, 75 hours each @ $15 per hour		
	5900	210-Retirement	0631 - John Snively Elementary	UniSIG	$1,504.20
			Notes: Retirement - 10.82% - Instructional personnel for extended learning		
	5900	220-Social Security	0631 - John Snively Elementary	UniSIG	$1,063.50
			Notes: Social Security - 7.65 - Instructional personnel for extended learning		
	5900	240-Workers Compensation	0631 - John Snively Elementary	UniSIG	$26.41
			Notes: Workers Compensation -.19% - Instructional personnel for extended learning		
	6300	120-Classroom Teachers	0631 - John Snively Elementary	UniSIG	$26,392.80
			Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours - 12 teachers, 24 hours each @ $35 per hour - 14 teachers, 60 hours each @ $19.42 per hour		
	6300	130-Other Certified Instructional Personnel	0631 - John Snively Elementary	UniSIG	$4,010.40
			Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists - 2 Coaches, 24 hours each @ $35 per hour - 2 Coaches, 60 hours each @ $19.42 per hour		
	6300	140-Substitute Teachers	0631 - John Snively Elementary	UniSIG	$2,520.00
			Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) - 2 Provisionals, 24 hours each @ $15 per hour - 2 Provisionals, 60 hours each @15 per hour		
	6300	210-Retirement	0631 - John Snively Elementary	UniSIG	$3,562.29
			Notes: Retirement - 10.82%- Curriculum Planning		

	6300	220-Social Security	0631 - John Snively Elementary	UniSIG		$2,518.62
			Notes: Social Security - 7.65% - Curriculum Planning			
	6300	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		$62.55
			Notes: Workers Compensation - .19% - Curriculum Planning			
	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 event @ $19.42 per hour			
	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/Interventionists, 3 events, 1.5 hours each event @ $19.42 per hour			
	6150	150-Aides	0631 - John Snively Elementary	UniSIG		$135.00
			Notes: Aides Paraprofessional - Stipends to assist with parent/family engagement activities 5 Paraprofessionals, 3 events, 1.5 hours each event @$12 per hour			
	6150	140-Substitute Teachers	0631 - John Snively Elementary	UniSIG		$270.00
			Notes: Substitute Teachers - Stipends - Provisional Substitutes - Participating in parent/family engagement activities 2 Provisionals, 3 events, 1.5 hours each event @ $15 per hour			
	6150	210-Retirement	0631 - John Snively Elementary	UniSIG		$327.49
			Notes: Retirement - 10.82% - Parent/Family Engagement			
	6150	220-Social Security	0631 - John Snively Elementary	UniSIG		$231.54
			Notes: Social Security - 7.65% -Parent/Family Engagement			
	6150	240-Workers Compensation	0631 - John Snively Elementary	UniSIG		$5.75
			Notes: Workers Compensation - .19% - Schools-Parent/Family Engagement			
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		$7,672.02
			Notes: Office Supplies - Paper, notebooks, pencils, markers, post its, 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		$2,798.60
			Notes: Technology-Related Supplies 28 iPad Cases			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0631 - John Snively Elementary	UniSIG		$1,672.38
			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		$3,295.00
			Notes: Technology-Related Rentals - of educational software and online subscriptions Reflex Math			
	5900	510-Supplies	0631 - John Snively Elementary	UniSIG		$6,178.00
			Notes: Ready Florida materials for Extended Learning			
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		$9,200.00
			Notes: Math Centers for Grades 3-5 - $3,000 Math Practice Kits (Fractions) - $1,200 Math Learning Centers - $5,000			
	5100	530-Periodicals	0631 - John Snively Elementary	UniSIG		$6,031.00
			Notes: Periodicals - Studies Weekly			
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		$1,118.74
			Notes: bby materials			
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		$5,500.00
			Notes: Classroom libraries - 22 classrooms x $250			
	5100	510-Supplies	0631 - John Snively Elementary	UniSIG		$3,567.19
			Notes: Manipulatives for reading, math and science			
	5100	519-Technology-Related Supplies	0631 - John Snively Elementary	UniSIG		$62.40
			Notes: Lightspeed Cable kits			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0631 - John Snively Elementary	UniSIG		$2,949.28
			Notes: 2 Lightspeed systems for 2 classrooms			
	6200	610-Library Books	0631 - John Snively Elementary	UniSIG		$2,683.52
			Notes: Library books			
	5900	310-Professional and Technical Services	0631 - John Snively Elementary	UniSIG		$1,040.66
			Notes: LRC Tutoring Contract			
2	**III.A.**	**Areas of Focus: Other: Attendance**				**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$186,817.50**