



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

John Snively Elementary

1004 SNIVELY AVE

Eloise, FL 33880

863-291-5325

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 70%
Alternative/ESE Center No	Charter School No	Minority Rate 74%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 C	2009-10 C
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

John Snively Elementary

Principal

Dr. Markeishia Smith

School Advisory Council chair

Claudia Solorzano

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Markeishia Smith	Principal
Diane Rosebrough	Assistant Principal
Veita Stephens	Media Specialist
Johnnie Thomas	Title One Facilitator
Carlos Rodriguez	Science Resource
Barbara Muren	Network Manager
Arlinda Daferede	ESOL Teacher
Felicia Camilo	School Psychologist
Melanie George	Guidance Counselor

District-Level Information

District

Polk

Superintendent

Kathryn Leroy

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Administration

- Dr. Markeishia Smith, Principal (Race B)
- Diane Rosebrough, Assistant Principal (Race W)

District Personnel

- Doris Young (Race H)
- Felicia Camilo (Race H)

Community Members

Lee Castillo (Race H)
Velma McCray (Race B)
Jeri Prichard (Race W)
Loyal Flood (Race H)
Parents
Claudia Solorzano, SAC Chair (Race H)
Elizabeth Barnett (Race W)
Lisa Congdon (Race W)
Marlene Lopez (Race H)
Katrina Dawson (Race B)
Jenny Cramatte (Race W)
Teachers
Arlinda Daferede (Race B)
Support Staff
Johnnie Thomas, SAC Secretary (Race B)
Melanie George, Guidance (Race B)
Veronica Calderon (Race H)

Involvement of the SAC in the development of the SIP

School based members of the 2012-2013 SAC were involved in the development of this school improvement plan. The involvement included but was not limited to individuals being responsible for specific portions of the SIP. Further, meetings were utilized to discuss ideas and finalize items that were to be placed in the SIP which included performance data as well as the school's annual budget..

Activities of the SAC for the upcoming school year

Activities of the SAC for the upcoming school year include but are not limited to developing the SIP, measuring the schools progress on school related goals that are included within the SIP, giving input on items brought before the SAC and advocating potential concerns on parents and/or the community. SAC will be involved in the evaluation of the SIP throughout the school year. The process will occur periodically during the SAC's monthly scheduled meetings.

Projected use of school improvement funds, including the amount allocated to each project

The projected use of the school improvement funds will be used provide teachers with professional development.
-- Edusmart (Science) - \$3,530.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Markeishia Smith

Principal

Years as Administrator: 4

Years at Current School: 0

Credentials

Degree(s):

Doctor of Jurisprudence

Master of Educational Leadership

Bachelor of Art

Certification(s):

Educational Leadership (All Levels)

Exceptional Student Education (K-12)

Elementary Education (K-6)

Performance Record

Years as an Administrator: 4 (2009 - Currently)

2012-2013

Elbert Elementary school grade: C

Reading Proficiency: 54%

Math Proficiency: 57%

Science Proficiency: 62%

Writing Proficiency: 46%

Reading Learning Gains: 61%

Math Learning Gains: 69%

Lowest 25% Reading Learning Gains: 72%

Lowest 25% Math Learning Gains: 64%

2011-2012

Elbert Elementary school grade: B

Reading Proficiency: 63%

Math Proficiency: 46%

Science Proficiency: 50%

Writing Proficiency: 60%

Reading Learning Gains: 60%

Math Learning Gains: 53%

Lowest 25% Reading Learning Gains: 35%

Lowest 25% Math Learning Gains: 25%

2010-2011

Elbert Elementary school grade: B

Reading Proficiency: 69%

Math Proficiency: 69%

Science Proficiency: 37%

Writing Proficiency: 89%

Reading Learning Gains: 65%

Math Learning Gains: 55%

Lowest 25% Reading Learning Gains: 58%

Lowest 25% Math Learning Gains: 71%

Diane Rosebrough

Asst Principal	Years as Administrator: 6	Years at Current School: 0
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Credentials	Degree(s) Master of Educational Leadership Bachelor of Science Certification(s) ESOL Educational Leadership (All Levels) Elementary Education (K-6) National Board Certified
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Performance Record	Years of Experience: 6 (2007 - Currently) 2012-2013 Dundee Elementary school grade: F Reading Proficiency: 40% Math Proficiency: 38% Science Proficiency: 38% Writing Proficiency: 19% Reading Learning Gains: 64% Math Learning Gains: 42% Lowest 25% Reading Learning Gains: 78% Lowest 25% Math Learning Gains: 50% 2011-2012 Dundee Elementary school grade: D Reading Proficiency: 40% Math Proficiency: 37% Science Proficiency: 26% Writing Proficiency: 85% Reading Learning Gains: 58% Math Learning Gains: 50% Lowest 25% Reading Learning Gains: 59% Lowest 25% Math Learning Gains: 51% 2010-2011 Dundee Elementary school grade: C Reading Proficiency: 54% Math Proficiency: 68% Science Proficiency: 45% Writing Proficiency: 76% Reading Learning Gains: 50% Math Learning Gains: 55% Lowest 25% Reading Learning Gains: 42% Lowest 25% Math Learning Gains: 63%
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Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Charlyne Demidovich

Part-time / District-based

Years as Coach: 10

Years at Current School: 0

Areas

Reading/Literacy

Credentials

Degree(s):
 Master of Education in Reading K-12
 Master of Education in Educational Leadership K-12
 Bachelor of Science in Elementary Education
 Certification(s):
 Early Childhood Education
 Educational Leadership (All Levels)
 Elementary Education (Grades 1-6)
 Reading (grades K-12)

Performance Record

3 Year Trend Data:
 2012-2013
 Kingsford Elementary School Grade: A
 Reading Proficiency: 40%
 Math Proficiency: 49%
 Science Proficiency: 49%
 Writing Proficiency: 61%
 Reading Learning Gains: 72%
 Math Learning Gains: 87%
 Lowest 25% Reading Learning Gains: 80%
 Lowest 25% Math Learning Gains: 84%
 2011-2012
 Stephens Elementary School Grade: C
 Reading Proficiency: 49%
 Math Proficiency: 64%
 Science Proficiency: 37%
 Writing Proficiency: 69%
 Reading Learning Gains: 64%
 Math Learning Gains: 51%
 Lowest 25% Reading Learning Gains: 66%
 Lowest 25% Math Learning Gains: 53%
 2010-2011
 Blake Academy School Grade: A
 Reading Proficiency: 68%
 Math Proficiency: 65%
 Science Proficiency: 49%
 Writing Proficiency: 89%
 Reading Learning Gains: 60%
 Math Learning Gains: 65%
 Lowest 25% Reading Learning Gains: 61%
 Lowest 25% Math Learning Gains: 72%

La'Chaz Harris		
Part-time / District-based	Years as Coach: 4	Years at Current School: 0
Areas	Science	
Credentials	Degree(s): Bachelor of Certification(s): ???	
Performance Record	3 Year Trend Data: 2012-2013 Teneroc High School Grade: ?? Reading Proficiency: 40% Math Proficiency: 49% Science Proficiency: 49% Writing Proficiency: 61% Reading Learning Gains: 72% Math Learning Gains: 87% Lowest 25% Reading Learning Gains: 80% Lowest 25% Math Learning Gains: 84% 2011-2012 Teneroc High School Grade: D Reading Proficiency: 30% Math Proficiency: 64% Science Proficiency: 25% Writing Proficiency: 97% Reading Learning Gains: 40% Math Learning Gains: 69% Lowest 25% Reading Learning Gains: 34% Lowest 25% Math Learning Gains: 52% 2010-2011 Teneroc High School Grade: D Reading Proficiency: 32% Math Proficiency: 69% Science Proficiency: 32% Writing Proficiency: 81% Reading Learning Gains: 40% Math Learning Gains: 69% Lowest 25% Reading Learning Gains: 34% Lowest 25% Math Learning Gains: 52%	

Classroom Teachers

of classroom teachers

34

receiving effective rating or higher

34, 100%

Highly Qualified Teachers

100%

certified in-field

34, 100%

ESOL endorsed

32, 94%

reading endorsed

3, 9%

with advanced degrees

12, 35%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

7, 21%

with 6-14 years of experience

17, 50%

with 15 or more years of experience

10, 29%

Education Paraprofessionals

of paraprofessionals

12

Highly Qualified

12, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The strategies that we will utilize to recruit teachers will require working with the school district by supporting the RHS (Recruitment and Hiring System) that is in place.

The strategies that we will utilize to retain teachers will require giving them adequate preparation, support, leadership and autonomy.

The person that will be responsible will be the school principal, Dr. Markeishia Smith.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our school's teacher mentoring program/plan includes pairing struggling classroom teachers as well as first year teachers with experienced teachers.

The rationale for the pairing will be justified based upon the knowledge-base and the experience of the mentor. This will be determined based on an individual teacher's needs.

The planned mentoring activities include but are not limited to weekly meetings with grade level teachers to help with lesson planning, classroom modeling of lessons and management.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 will meet at least once per month (or more frequently as needed) to engage in the following activities: Review school-wide grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

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 student improvement.

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

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

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

We will monitor the three basic types of fidelity which are fidelity in implementing the critical components of MTSS, using the problem solving process across all three tiers and implementing evidence-based instruction and interventions matched to specific needs.

We will monitor implementing the critical components of MTSS by providing staff with the basic elements of the MTSS infrastructure. This will include professional development and support (technical assistance/

coaching), data support (data sources and technology), leadership support (policies, expectations, and evaluations) and program evaluations (ongoing data collection to ensure integrity of implementation and support).

We will monitor the problem solving process across all three tiers by ensuring that the four step data solving process is implemented appropriately. This is important because the development of instruction and interventions is based on this process. If the process is flawed, then the instruction and interventions developed as a result of the process will be flawed. Tools to assess the integrity of the problem solving process are available at www.floridarti.usf.edu and have been shared with staff.

We will monitor implementing evidence-based instruction and interventions matched to specific needs by ensuring that the degree to which instruction and intervention are delivered in the manner intended and the degree to which instruction and intervention are integrated across the tiers of service delivery. In Tier I, the integrity of instruction focuses on the degree to which core instruction is delivered based on lesson planning, the presence of effective instructional strategies and the degree to which those instructional strategies are appropriate to the skill level and demographic characteristic levels of the students (language ability). The fidelity of Tier I will be assessed through the use of walk-throughs by administration and peers and/or direct observation of critical elements of the instructional process. The sufficiency of instruction of Tier I will be based on the degree to which teachers implement core instruction consistent with the time expectation for instruction in specific content areas each day (i.e. 120 minute Literacy Block).

The integrity in Tier II and Tier III will focus on a structured support system for Tier II and Tier III providers. This system will consist of monthly meetings to determine student response to intervention, barriers to the delivery of intervention and technical assistance to deliver the intervention as intended. The sufficiency will be measured through the use of documentation templates that measure the degree to which the intervention was provided as intended (i.e. number of minutes), the type of intervention and etc...

We will monitor the school SIP through periodic meetings with all stakeholders (i.e. the leadership team, SAC and staff) throughout 2013-2014 school year.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources and management used to access and analyze data to monitor the effectiveness of core, supplemental and intensive supports will be as follows:

Reading - FAIR

Mathematics - Discovery Learning

Science - Discovery Learning

Writing - District Based Writing Prompts

Engagement (behavior & attendance) - Genesis Reports

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents will be to provide professional development and training for staff on the MTSS process. The MTSS process is described in further detail in number 3 above. The school will support parents by holding parent conferences as needed and communicating the MTSS process with parents.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Markeishia Smith	Principal
Diane Rosebrough	Assistant Principal
Veita Stephens	Media Specialist

How the school-based LLT functions

The school based literacy leadership team will function by holding monthly meetings (formal and informal) to discuss the schools literacy needs and goals.

Major initiatives of the LLT

The major initiatives of the literacy team this year will be to increase the student's AR involvement. To foster this process, book bins will be initiated school wide and students will have the opportunity for D.E.A.R. time prior to the start of the instructional day.

Incorporating reading across all content areas.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The school will ensure that every teacher contributes to the reading improvement of every student by ensuring that each teacher has the knowledge skills and the necessary tools for teaching all students to read.

Teacher will be required to provide timely interventions to struggling readers through the use of iii reading. Professional development activities include training teachers on the adopted reading series (i.e. Reading Wonders).

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Communicating with parents and preparing them for the entrance of their children into Kindergarten.

Empowering parents to act as advocates for their children.

Campus tours with students and families.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	46%	No	58%
American Indian				
Asian				
Black/African American	47%	48%	Yes	52%
Hispanic	54%	43%	No	59%
White	59%	51%	No	63%
English language learners	36%	37%	Yes	42%
Students with disabilities	22%	13%	No	30%
Economically disadvantaged	53%	43%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	32%	35%
Students scoring at or above Achievement Level 4	25	13%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	124	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	36	71%	74%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	72	61%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	39	33%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	35	30%	33%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	17	25%	33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	42%	No	60%
American Indian				
Asian				
Black/African American	53%	51%	No	57%
Hispanic	55%	40%	No	60%
White	61%	44%	No	65%
English language learners	44%	36%	No	50%
Students with disabilities	28%	22%	No	35%
Economically disadvantaged	55%	41%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	31%	34%
Students scoring at or above Achievement Level 4	22	12%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	46	53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	48	65%	69%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	21%	23%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		1%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	203	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	104	22%	15%
Students retained, pursuant to s. 1008.25, F.S.	33	7%	5%
Students who are not proficient in reading by third grade	23	32%	25%
Students who receive two or more behavior referrals	23	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	40	9%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parental involvement capacity in order to assist in raising student achievement through NCLB required parental involvement activities	143	30%	35%
	0	0%	%

Goals Summary

- G1.** To establish an infrastructure that ensures that all stakeholders are accountable.

Goals Detail

G1. To establish an infrastructure that ensures that all stakeholders are accountable.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- School based administrators.
- The school's leadership team.
- District and Regional support staff and coaches.

Targeted Barriers to Achieving the Goal

- Lack of accountability for all stakeholders.
- Stakeholders have low expectations for each other and all other stakeholders.

Plan to Monitor Progress Toward the Goal

Direct observation from administration in the classroom to ensure the proper use of the resources.

Person or Persons Responsible

Administration (Dr. Markeishia Smith, Principal and Diane Rosebrough, Vice Principal)

Target Dates or Schedule:

Daily, starting 8/19/2013 - June 2014.

Evidence of Completion:

Classroom walk-throughs.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To establish an infrastructure that ensures that all stakeholders are accountable.

G1.B1 Lack of accountability for all stakeholders.

G1.B1.S1 Create a master schedule that encompasses all subjects and allows time for a specific academic focus and allows for common planning time.

Action Step 1

Create a master schedule that details specific blocks of instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

August - September 2013

Evidence of Completion

Classroom Walk Throughs

Action Step 2

Monitor the master schedule implementation in teacher classrooms.

Person or Persons Responsible

Administration (Dr. Markeishia Smith, Principal and Diane Rosebrough, Vice Principal)

Target Dates or Schedule

Daily (August 2013-June 2014)

Evidence of Completion

Data gathered from formal and informal observations.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Implement the master schedule.

Person or Persons Responsible

Administration (Dr. Markeishia Smith, Principal and Diane Rosebrough, Vice Principal)

Target Dates or Schedule

Daily, Starting on 8/19/2013 - June 2014

Evidence of Completion

Classroom walk throughs

Plan to Monitor Effectiveness of G1.B1.S1

Compare the master schedule to real classroom schedules.

Person or Persons Responsible

Administration (Dr. Markeishia Smith, Principal and Diane Rosebrough, Vice Principal)

Target Dates or Schedule

Daily, Starting 8/19/2013 - June 2014.

Evidence of Completion

Classroom walk throughs.

G1.B2 Stakeholders have low expectations for each other and all other stakeholders.

G1.B2.S1 Review the school's current budget and resources to determine professional development opportunities for staff.

Action Step 1

We will purchase additional resource materials: Edusmart for Science (Kg. 5th), Handwriting by Zaner-Bloser (Kg. - 5th), Mathematical Reasoning Journals (4th), Books and Book Bins for school wide DEAR time in the AM and A-Z Learning Subscription.

Person or Persons Responsible

Administration (Dr. Markeishia Smith, Principal and Diane Rosebrough, Vice Principal)

Target Dates or Schedule

August - September 2013.

Evidence of Completion

Administration will physically touch the purchased resources.

Facilitator:

Edusmart Representative and Zaner Bloser Representative.

Participants:

All teachers in Kg. - 5th.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Administration will complete classroom walk throughs, review lesson plans and have formal/informal discussions with teachers and students.

Person or Persons Responsible

Administration (Dr. Markeishia Smith, Principal and Diane Rosebrough, Vice Principal)

Target Dates or Schedule

Ongoing August 2013 - June 2014.

Evidence of Completion

Direct observation and data from progress monitoring tools.

Plan to Monitor Effectiveness of G1.B2.S1

Administration will complete classroom walk throughs, review lesson plans and have formal/informal discussions with teachers and students.

Person or Persons Responsible

Administration (Dr. Markeishia Smith, Principal and Diane Rosebrough, Vice Principal)

Target Dates or Schedule

Ongoing August 2013 - June 2014.

Evidence of Completion

Direct observation and data from progress monitoring tools.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A, funds school-wide services to Snively Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Snively Elementary will be assisted by the school and by the district Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates assigned to school with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

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

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Snively Elementary are used to pay for substitute teachers in order for our classroom teachers to received training and/or have planning time to develop core integrated lesson plans.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional development.

Title X- Homeless

The Hearth program, funded through Title X, provides support identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, part C.

Supplemental Academic Instruction (SAI)

Snively Elementary currently does not have any SAI units for the 2013-2014 school year.

Violence Prevention Programs

Snively Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Snively Elementary is not a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is located on our campus. We currently have two units on our campus.

Adult Education

Students are provided with information related to adult education options upon request.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To establish an infrastructure that ensures that all stakeholders are accountable.

G1.B1 Lack of accountability for all stakeholders.

G1.B1.S1 Create a master schedule that encompasses all subjects and allows time for a specific academic focus and allows for common planning time.

PD Opportunity 1

Monitor the master schedule implementation in teacher classrooms.

Facilitator

Participants

Target Dates or Schedule

Daily (August 2013-June 2014)

Evidence of Completion

Data gathered from formal and informal observations.

G1.B2 Stakeholders have low expectations for each other and all other stakeholders.

G1.B2.S1 Review the school's current budget and resources to determine professional development opportunities for staff.

PD Opportunity 1

We will purchase additional resource materials: Edusmart for Science (Kg. 5th), Handwriting by Zaner-Bloser (Kg. - 5th), Mathematical Reasoning Journals (4th), Books and Book Bins for school wide DEAR time in the AM and A-Z Learning Subscription.

Facilitator

Edusmart Representative and Zaner Bloser Representative.

Participants

All teachers in Kg. - 5th.

Target Dates or Schedule

August - September 2013.

Evidence of Completion

Administration will physically touch the purchased resources.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To establish an infrastructure that ensures that all stakeholders are accountable.	\$125,291
Total		\$125,291

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
Title I		\$112,235	\$125,291
Total	\$13,056	\$112,235	\$125,291

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To establish an infrastructure that ensures that all stakeholders are accountable.

G1.B1 Lack of accountability for all stakeholders.

G1.B1.S1 Create a master schedule that encompasses all subjects and allows time for a specific academic focus and allows for common planning time.

Action Step 2

Monitor the master schedule implementation in teacher classrooms.

Resource Type

Personnel

Resource

Johnnie Thomas, Title I Coordinator (\$55,680), Pat Bartschi, Parent Involvement Para (\$27,378), Vieta Stephens, Media Specialist (\$29,177)

Funding Source

Title I

Amount Needed

\$112,235

G1.B2 Stakeholders have low expectations for each other and all other stakeholders.

G1.B2.S1 Review the school's current budget and resources to determine professional development opportunities for staff.

Action Step 1

We will purchase additional resource materials: Edusmart for Science (Kg. 5th), Handwriting by Zaner-Bloser (Kg. - 5th), Mathematical Reasoning Journals (4th), Books and Book Bins for school wide DEAR time in the AM and A-Z Learning Subscription.

Resource Type

Evidence-Based Program

Resource

Agendas (\$2,145), Zaner Bloser Handwriting (\$4,897), Edusmart (\$3,530), Math Reasoning Journals (\$812), Learning A-Z (1,104), Books and Book Bins (\$568).

Funding Source

Title I

Amount Needed

\$13,056