

Polk County Public Schools

# John Snively Elementary



2022-23 Schoolwide Improvement Plan

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# John Snively Elementary

848 SNIVELY AVE, Eloise, FL 33880

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

## Demographics

**Principal: Diane Rosebrough**

Start Date for this Principal: 7/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (52%) 2018-19: D (38%) 2017-18: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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<b>Title I Requirements</b>	<b>0</b>
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# John Snively Elementary

848 SNIVELY AVE, Eloise, FL 33880

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>85%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	D	D	D

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## SIP Authority

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Every student, Every Day

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

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

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 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.
Jusino-Fraser, Ana	Reading Coach	Ensures all teachers are provided with needed instructional materials for ELA and Writing. Provides coaching support to teachers as needed. Provides additional support in the classroom as requested by the teacher (team teaching or modeling) or identified through administrative walk throughs. Provides small group instruction to struggling students as identified through ongoing progress monitoring. Facilitates collaborative- lesson planning. Serves on the MTSS committee. Collaborates with administration to ensure all academic programs are aligned to our SIP goals.
Bryant, Johnna	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, Testing Coordinator, and assist in school discipline.

**Demographic Information**

**Principal start date**

Friday 7/1/2016, Diane Rosebrough

**Number of teachers with a 2022 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 2022 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**

28



**Total number of students enrolled at the school**

392

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

6

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

5

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	65	59	59	45	54	54	0	0	0	0	0	0	0	336
Attendance below 90 percent	34	22	17	10	21	15	0	0	0	0	0	0	0	119
One or more suspensions	2	1	0	0	0	3	0	0	0	0	0	0	0	6
Course failure in ELA	12	7	9	3	12	2	0	0	0	0	0	0	0	45
Course failure in Math	5	6	1	4	12	5	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	10	10	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	12	13	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	24	20	25	17	15	17	0	0	0	0	0	0	0	118

**Using the table above, complete the table below with the number of students by current grade level who have 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	14	13	8	5	21	18	0	0	0	0	0	0	0	79

**Using current year data, complete the table below with the number of students identified as being "retained.":**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	3	1	8	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Friday 7/1/2022

**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	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	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

**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	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	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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	47%	56%				35%	51%	57%
ELA Learning Gains	60%						42%	51%	58%
ELA Lowest 25th Percentile	62%						35%	49%	53%
Math Achievement	55%	42%	50%				46%	57%	63%
Math Learning Gains	53%						43%	56%	62%
Math Lowest 25th Percentile	48%						34%	47%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	43%	49%	59%				34%	47%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	29%	48%	-19%	58%	-29%
Cohort Comparison		-33%				
05	2022					
	2019	35%	47%	-12%	56%	-21%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	40%	56%	-16%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	47%	56%	-9%	64%	-17%
Cohort Comparison		-40%				
05	2022					
	2019	39%	51%	-12%	60%	-21%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	45%	-14%	53%	-22%
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	25	23		35	46						
ELL	44	63		54	48		40				
BLK	33	57	60	39	52	50	46				
HSP	52	63	64	61	54	45	44				
FRL	47	62	58	53	53	40	43				
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				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
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Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Native American Students</b>	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

<b>Asian Students</b>	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

There has been a steady increase in all core content areas. The only cells that did not show an increase was the bottom 25% in Math and ELA. The bottom 25% in math cell showed an 11% decrease compared to the prior year, and the bottom 25% in ELA cell showed a 9% decrease.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

The greatest need for improvement is in our SWD subgroup.

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

This was the only subgroup that did not make the 41% mark for ESSA. The students in this subgroup tend to be performing below grade level and struggle. We made great strides with this subgroup in the 2021-2022 school year going from 3% proficient to 38%. Two of the ESE teachers that worked with the students last year did not return to Snively Elementary this year. I currently have a new ESE teacher and a substitute filling the positions,

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The most improved components were in math proficiency with an increase of 16, and in Learning Gains in ELA with an increase of 11.

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

Use of consistent teaching strategies and push in support were contributing factors for this improvement. We incorporated math club twice a week for students in 4th and 5th grade. We also had the assistant principal and math coach push in classrooms and co-teach and/or pull small groups of students to work on needed standards.

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

We will need to use more technology during student instruction in order to familiarize students to the new progress monitoring assessments. This is especially true concerning the writing piece which will be online.

We will also need additional planning time for instructional staff to effectively implement the new BEST Standards.

**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.**

We will implement 1 additional hour of planning each day for instructional staff. Two days a week administration will conduct PLCs and planning. The remaining three days staff will plan with their team or on their own. We will focus on the Learning Arc, student engagement, and Schoology for our PLCs.

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

We will continue to use para professionals, school academic coaches, and additional staff to push into classrooms and offer support/acceleration for small groups of students. Our ESOL staff will continue the use of dibels, fluency, and comprehension strategies with identified ESOL students. We will continue to incorporate Power Hour where teachers work with students at their current learning level to remediate or accelerate.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus**  
**Description and Rationale:** All teachers will be trained and use the Learning Arc Framework to deliver effective grade level standards-based instruction in order to improve student achievement in all core content areas. With the full implementation of the BEST Standards K-5, our school will place the emphasis on teacher understanding, planning, and implementation of the new BEST Standards. This crucial focus will help increase student proficiency in all subject areas. Our 2021 - 2022 FSA data showed 51% of the students in grades 3-5 earned a level 1 or 2 on the FSA reading assessment and 45% earned a level 1 or 2 on the FSA math assessment.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.  
 As a result of implementing the Learning Arc Framework 50% of students in grades 3-5 will show an increase in data on their state progress monitoring assessments with a minimum of 41% proficient overall in reading and math.

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.  
 Student learning will be monitored through grade level formative assessments, district module assessments, STAR Early Literacy, STAR Reading, STAR Math, and State progress monitoring data. Teacher training and 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 observation and feedback.

**Person responsible for monitoring outcome:** Diane Rosebrough (diane.rosebrough@polk-fl.net)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.  
 Teachers will meet weekly with administration and school based academic coaches to train/review the Learning Arc Framework and plan effective standards based instruction to the full intent and rigor of their assigned grade level in order to increase proficiency.

**Rationale for Evidence-based Strategy:** Explain the rationale for  
 Through purposeful weekly planning using the Learning Arc Framework, modeling by coaches, and follow up observations by administration, teachers will consistently implement effective standards-based teaching to the full extent of the standard in order to increase proficiency.

**selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Complete and receive district sign off on the master schedule for the 2022-2023 school year.

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

Implement weekly collaborative Learning Arc training/planning for all teachers.

**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** 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 the Power Hour push in/pull out additional small group support in Reading for students in all grade levels.

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

Conduct daily walk throughs of classrooms by administration and/or academic coaches.

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

Implement monthly MTSS meetings with the teachers, school counselor, and academic coaches to discuss the progress of students.

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

**#2. Positive Culture and Environment specifically relating to attendance**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Historically, Snively Elementary has had 25% of the student population K-5 with a less than 90% attendance rate. Students can't benefit from investments in high quality instruction and more engaging rigorous curriculum unless they are in 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.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve.**  
**This should be a data based, objective 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 1% for the 2022-2023 school year.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Attendance will be monitored and tracked on a daily/weekly basis by the school counselor, attendance manager, and Title 1 para. Administration will meet with the school counselor on a monthly basis for an update.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Reducing chronic absences fits into the three-tier 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 awards). Tier 2 provides early intervention for students who need more support to avoid chronic absences. (Phone calls home, attendance letters, meet with the 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).

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

Children living in poverty are two to three times more likely to be chronically absent and face the most harm because their community lacks the resources to make up for the lost learning in school. Students from communities of color as well as those disabilities are disproportionately affected.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Reinforce a positive, welcoming experience in the front office.

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

Create visuals (bulletin board, 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** Diane Rosebrough (diane.rosebrough@polk-fl.net)

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

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

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

**#3. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

All teachers will be trained and will implement a daily Power Hour Reading remediation/acceleration block in their classrooms. Ongoing student progress monitoring data will be analyzed to determine needed skills and standards. Teachers will instruct small groups based upon the ongoing data.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

All teachers will be trained and will implement a daily Power Hour Reading remediation/acceleration block in their classrooms. Ongoing student progress monitoring data will be analyzed to determine needed skills and standards. Teachers will instruct small groups based upon the ongoing data. Our 2021 - 2022 FSA data showed 54% of the students in grades 3-5 earned a level 1 or 2 on the FSA reading assessment.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

As a result of implementing Power Hour 50% of the students will show an increase on the STAR Early Literacy progress monitoring assessment over the course of the school year.

**Grades 3-5: Measureable Outcome(s)**

As a result of implementing Power Hour 50% of the students will show an increase on the State Progress Monitoring Assessment over the course of the school year.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Daily administrative walk throughs will occur PK-5th grade. Monthly MTSS meetings will occur to discuss student data. Quarterly grades will be evaluated. Accelerated Reading Points will be monitored. Spreadsheets will be created to chart the student data. School ELA coach will be pushing in classrooms to work with small groups of students and/or modeling for the classroom teacher. The impact of this monitoring will be 50% of the students will show growth on their state progress monitoring assessment.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Rosebrough, Diane, [diane.rosebrough@polk-fl.net](mailto:diane.rosebrough@polk-fl.net)

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will introduce/review the Learning Arc Framework with all teachers PK-5th grade. Using this framework teachers will identify the standard with clarifications, develop lesson plans and tasks that will instruct and assess to the full intent of the BEST standards.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

By gaining a clear knowledge of the depth and breadth of the standard, teachers will then evaluate the tasks and assessments to ensure everything is aligned. When teachers teach to the full extent of the standard, students will have a deeper understanding of the BEST standards and therefore should show growth on the State Progress Monitoring Assessment.



**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will meet weekly with school based academic coaches and administration to discuss student data, student groups, materials and resources needed, and the progress of their students.	Rosebrough, Diane, diane.rosebrough@polk-fl.net
Data sheets for each student will be completed by the teachers. Administration will meet monthly with teachers to discuss progress of the students and facilitate needed adjustments.	Rosebrough, Diane, diane.rosebrough@polk-fl.net
After all 7 steps have been completed teachers will use that information to create their lesson plans.	Rosebrough, Diane, diane.rosebrough@polk-fl.net

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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 as Hearth and/or other district support to be successful. Tier 3 is designed for those who require more intense individual support. These student typically need behavioral and/or mental health 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, Class Dojo, 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.

\*Making parents aware of diverse volunteering opportunities.

\*Contacting 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.

\*Requesting that parent 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 school culture and environment.**

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 if there is a drop in grades.

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

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

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