

John Snively Elementary

1004 SNIVELY AVE, Eloise, FL 33880

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
70%

Alternative/ESE Center
No

Charter School
No

Minority
74%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	C

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Snively Elementary reaches out to the community and seeks to build positive relationships in many ways. Our PTO president is very active in community affairs and diligently recruits community businesses to become involved in one way or another with our school. We partner with local churches and the Eloise Resource Center to foster the bond between the community and our students. Our current grant with Lowe's involved having Lowe's employees working side by side staff, students, and parents of Snively Elementary as we improved and replanted our school butterfly garden. School spirit nights are held throughout the year with local restaurants as a fund raiser for our students. Local artists are invited to perform at the school during and after school to raise awareness of the arts and to build bonds between teachers and students. Teachers are encouraged to take at least two field trips a year with their students to build solid bonds outside of the school.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students are met at the door by staff members every day. Our campus is secured and monitored by fences and security cameras. All visitors must check in at the office where their licenses will be scanned. If all is clear a visitor pass will be issued. All staff are trained to address visitors that they encounter on campus. Should a visitor not have a pass, staff is instructed to notify the office and escort the visitor to the office. Snively is a PBS school where students are taught to respect themselves and others. Monthly activities occur to celebrate the good choices students make before, during, and after school. Snively Elementary conducts several after school events throughout the year. These programs are for students and their families as well as staff.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

School wide expectations were developed by the staff. (insert PAWS)
During the first week of school teachers taught these school wide expectations to their students. Each teacher has a behavioral chart in their classroom along with clothes pins with the names of each child. All clothes pins start at the Ready to Learn section of the behavioral chart. The behavior of

the student determines in which direction their clothes pin moves. If the student makes good choices the clothes pin moves up, if the choices are poor the clothes pin moves down. Daily communication with parents is conducted through our school agenda.

We have introduced the use of minor infraction documentation this year. This consists of the teacher working with students in reteaching behavioral expectations while at the same time communicating with parents. Our school-wide behavioral system directly ties in to our use of PBS (Positive Behavioral System). Monthly activities occur to celebrate the good choices students make before, during, and after school.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Through school workshops and training our staff is ready to ensure the social-emotional needs of our students are met. Our guidance counselor handles students' needs on a daily basis providing counseling and mentoring. She also helps parents and families with medical and/or financial resources available to them in their community.

Our school social worker is an additional staff member who aids students and their parents in identifying and obtaining needed resources.

Snively is located in a low socio-economic neighborhood. As such the majority of our students come from lower income families. We provide free breakfast and lunch to all students. In addition, we participate in the Smile Paks program that provides food to students for the weekend.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The goal of Polk County Schools' EARLY WARNING SYSTEM (EWS) is to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. The EWS will monitor individual students on key indicators of potential dropouts with regularly scheduled reports, initially to school administrators, and eventually to teachers, school counselors, and parents of identified students who are off track and need more intensive supports. These reports include attendance below 90 percent, in-school and out of school suspensions, and overage students. The system will monitor students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for graduation. School administrators examine the data with their leadership team and make necessary adjustments to instructional strategies.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	8	2	10	7	87	127
One or more suspensions	0	0	0	1	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	3	5	
Students exhibiting two or more indicators	2	1	3

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students identified by the early warning system are brought before the guidance committee. Possible causes of poor attendance are discussed as well as solutions to help solve the issues. Check in programs with students has been established. Students are to go to the office each morning and receive a sticker each day they to school on time. Small weekly rewards are given as incentives for the students. Our school psychologist, social worker, and guidance counselor meet with the students and their parents to communicate the importance of attending school and arriving on time. Our Leadership team identifies students who are failing in ELA or Math, or scored a level one on state testing. All students in each grade level have been ranked in order of their FCAT scores from the 2013-2014 school year. On going assessments will be conducted throughout the year to monitor student progress and chart success. Monthly data meetings will be conducted with teachers using the MTSS system to identify struggling students and identify interventions for the teacher to use. Our school interventionist will work with the repeating students and all level one students. She will provide additional reinforcement and reteaching to ensure success for these students. Special areas teachers will be used to provide reinforcement and reteaching to struggling students throughout the year. Should funds be allotted this year, the school will provide after school tutoring to all interested students.

In addition, Snively is currently waiting to hear if we are awarded the Twenty-First Century Grant that would provide after school activities and instruction to approximately 150 students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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 once in the school year, at convenient times for both parties, for an individual conference to discuss the student's individual progress and test results 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.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our PTO president is very active in community affairs and continually reaches out to businesses and individuals in the community in order to secure and utilize resources for our students and staff. We have built relationships with local restaurants, packing warehouses, churches, Lowe's, Hill-Nissan car dealership, Wal-mart, local artists, the Eloise Resource Center, Disney, Lake Ashton Community, the Bucs Football organization, and Horace Mann Insurance Company. Through these relationships we have received grants, fund raising opportunities, volunteers, and resources to enhance our school for the betterment of our students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Smith, Markeishia	Principal
Rosebrough, Diane	Assistant Principal
Bryant, Johnna	Instructional Coach
George, Melanie	Guidance Counselor
Stephens, Veita	Instructional Media
Ward, Pamela	Other
Willis, Stacey	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school's data-based problem-solving processes for the implementation and monitoring of the MTSS and SIP structure 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.

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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Markeishia Smith	Principal
Diane Rosebrough	Education Support Employee
Arlinda Daferede	Teacher
Johnna Bryant	Teacher
Veronica Calderon	Education Support Employee
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC members were involved in the evaluation of last year's school improvement plan by reviewing the data outcome in each S.I.P. area. Cause/Effect relationships were discussed and ideas and goals were suggested for the current year.

Development of this school improvement plan

School based members of the 2013-2014 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..

Preparation of the school's annual budget and plan

After careful examination of the 2013-2014 school budget and school grade the leadership team is identifying needed professional development to raise our school grade. As a result of our school grade of a D last year, the district and state will be providing mandatory professional development of all teachers in various areas throughout the year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds allocated last yeapurchased Edusmart software and training in the amount of \$3530.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bryant, Johnna	Instructional Coach
Rosebrough, Diane	Assistant Principal
Smith, Markeishia	Principal
Stephens, Veita	Instructional Media
Ward, Pamela	Other
Willis, Stacey	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the literacy team this year will be to increase the students' AR involvement and to foster a love of reading. We have established a love of reading program entitled Relax and Read. This program is staffed solely of volunteers who come to the school to read to classes on a weekly or bi-weekly basis. This program is not comprised of questioning or tests. Conversely, readers intentions are to create a love of reading among the students.

Through a grant secured by the Media Specialist our students are enjoying the use of our "Little Library" . Our campus houses a small library shaped structure that houses various books for students to take home. There is no check out system, rather students take and return books as they finish reading.

Incorporating reading across all content areas.

Providing books to students for free throughout various times of the school year purchased through grants and fund raisers.

The LLT will ensure that every teacher obtains the knowledge and skills in order to contribute to the reading improvement of every student. Teachers will be required to provide timely interventions to struggling readers that are monitored by the school interventionist and MTSS team.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers in each grade level have common collaborative planning time with their teams. Each grade level will meet a minimum of once a week with administration, once a week with instructional coaches, and once a week with their team. Agendas and minutes will be recorded and turned in to administration. Grade levels will meet on Tuesdays with the Reading coach, every other Wednesday with the science teacher, and Thursdays with the Math Coach during their 50 minute specials block. Positive working relationships are encouraged and maintained by focusing on the goals of the school, professional development in regards to team building, and modeling by administration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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.

Describe the school's teacher mentoring program, including the rationale for pairings and 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its' core instructional programs and materials are aligned to the Florida's standards by adhering to the district curriculum instructional maps. Administration and instructional coaches will meet with teachers bi-weekly in the development of lesson plans. Direct observation will also be used for monitoring. Coaching will be given on a continuous basis.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Snively uses data on a weekly basis to provide and differentiate instruction to meet the diverse needs of our students. Grade levels meet weekly with administration and instructional coaches to review data, identify interventions, and monitor progress. Data from weekly assessments, cold reads, and ongoing assessments are disaggregated to determine areas of need for identified struggling students. Teachers keep spreadsheets on each standard in each subject as it is taught. This readily identifies struggling students and/or students who need enrichment. The MTSS committee also monitors the interventions used with students to evaluate their effectiveness.

Instruction is modified by the school interventionist for those students who are repeating a grade level

or scored a level one on the 2013-2014 FCAT test. Special area teachers work with students who need additional reinforcement or enrichment during some of their open blocks. The ESOL teacher and para provide language assistance and academic reinforcement to ELL students. The ESE teachers and paras work with students according to their IEP and will incorporate other students into their groups as needed skills are identified.

Teachers differentiate center activities, assignments, and small groups to provide immediate needed instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,320

Students will be provided small group instruction based upon individual needs using research-based strategies.. Tracking of mastery of the standards in math, reading, and science will be monitored.

Strategy Rationale

By providing additional time on an individualized basis, students will master the standards in which they were struggling. The mastery of standards will ensure proficient scores on the state assessment in the Spring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Markeishia, markeishia.smith@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected to determine if mastery of the standard(s) has occurred on a regular basis. Spiraling review of standards will be used to measure the retention of mastery.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Involving preschool students on campus in school wide activities and functions (i.e. field day). Communicating with parents and local daycare centers to identify skills and behaviors to focus on in order to better prepare our incoming Kindergarten children.

Our guidance counselor will foster communication with our feeder middle and high schools to see how we can better prepare their future students while they are here at the elementary level. Administration will monitor teaching to ensure adherence to the district learning maps, thereby providing a smoother transition for students who may leave during the school year. The leadership team will promote posting of graduation years for each current K-5 grade level to encourage students to finish high school.

The administration highly encourages empowering parents to act as advocates for their children. The principal and the Assistant Principal make themselves available to discuss questions and concerns parents have in regards to their children. The guidance counselor reaches out to parents concerning available local resources for students and entire families.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To establish an infrastructure that ensures that all stakeholders are accountable. 1a

G036522

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- School based administrators.
- The school's leadership team.
- School, district, and regional instructional coaches.

Targeted Barriers to Achieving the Goal 3

- Lack of use of high yield instructional strategies.
- Lack of core beliefs.

Plan to Monitor Progress Toward G1. 8

Direct observation from administration in the classroom to ensure that high yield instructional strategies are implemented and core beliefs are upheld.

Person Responsible

Markeishia Smith

Schedule

Daily, from 8/18/2014 to 6/11/2015

Evidence of Completion

Classroom walk-throughs and Journey observations, conversations with staff members, student data

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To establish an infrastructure that ensures that all stakeholders are accountable. **1**

 G036522

G1.B1 Lack of use of high yield instructional strategies. **2**

 B087451

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. **4**

 S098169

Strategy Rationale

All stakeholders will receive professional development in the use of high yield instructional strategies for use in all subject areas during their common planning time. Direct instruction, modeling, and monitoring of implementation of the high yield strategies will occur.

Action Step 1 **5**

Create a master schedule that details specific blocks of instruction and common planning time that will be used for professional development.

Person Responsible

Markeishia Smith

Schedule

On 8/15/2014

Evidence of Completion

Classroom Walk Throughs

Action Step 2 5

Provide professional development on the following high yield instructional strategies during the common planning time: Kagan Cooperative Learning, Writing across the curriculum, and Marzano vocabulary strategies

Person Responsible

Markeishia Smith

Schedule

Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Data gathered from formal and informal observations, student work samples

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Implement the master schedule.

Person Responsible

Markeishia Smith

Schedule

Daily, from 8/18/2014 to 6/11/2015

Evidence of Completion

Classroom walk throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The leadership team will begin implementing lesson planning with teachers using the Florida Standards during the teachers block planning time.

Person Responsible

Markeishia Smith

Schedule

On 6/4/2015

Evidence of Completion

Teachers will be responsible for turning in their lesson plans to administration a week in advance.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will receive training through the district from the Dana Center on Florida Standards.

Person Responsible

Schedule

On 11/18/2014

Evidence of Completion

Teachers will share the work they produced at the Dana Center training with their grade level and the leadership team during PLC time. Teachers will take a more active role in standards based lesson planning, thus having the Reading and Math Coaches fall into more of a facilitator role versus leading role.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Begin training on Kagan Strategies to promote cooperative learning structures during instruction.

Person Responsible

Markeishia Smith

Schedule

On 6/5/2015

Evidence of Completion

Teachers will practice the new strategies presented for a week. If teachers feel they need support, the school based coaches will provide additional modeling. Administration will complete walk throughs one week after the presentation to gather evidence as to the full implementation status of each teacher.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Implement training on vocabulary development and writing in response to reading.

Person Responsible

Markeishia Smith

Schedule

On 6/5/2015

Evidence of Completion

Ms. Cortes will present to teachers K-5 the updates to writing and scoring. The leadership team will complete ongoing walk throughs to monitor the implementation of writing based on the Florida Standards.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor the implementation of high yield instructional strategies during student contact time.

Person Responsible

Markeishia Smith


Schedule

Daily, from 8/18/2014 to 6/11/2015


Evidence of Completion

Classroom walk throughs and Journey observations.

G1.B2 Lack of core beliefs. 2

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G1.B2.S1 Develop the core beliefs for Snively Elementary as a faculty. 4

 S098175

Strategy Rationale

Once the core beliefs have been established the staff will be have a united vision and expectation for all stakeholders.

Action Step 1 5

Team building professional development will be implemented.

Person Responsible

Markeishia Smith

Schedule

Quarterly, from 8/18/2014 to 10/1/2014

Evidence of Completion

Observation during planning, conversations with staff

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

School wide core beliefs will be identified and displayed.

Person Responsible

Markeishia Smith

Schedule

On 10/1/2014

Evidence of Completion

Direct observation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will complete classroom walk throughs, review lesson plans and have formal/informal discussions with teachers and students based upon the identified core beliefs.

Person Responsible

Markeishia Smith

Schedule

Weekly, from 10/1/2014 to 6/11/2015

Evidence of Completion

Direct observation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Create a master schedule that details specific blocks of instruction and common planning time that will be used for professional development.	Smith, Markeishia	7/28/2014	Classroom Walk Throughs	8/15/2014 one-time
G1.B2.S1.A1	Team building professional development will be implemented.	Smith, Markeishia	8/18/2014	Observation during planning, conversations with staff	10/1/2014 quarterly
G1.B1.S1.A2	Provide professional development on the following high yield instructional strategies during the common planning time: Kagan Cooperative Learning, Writing across the curriculum, and Marzano vocabulary strategies	Smith, Markeishia	8/18/2014	Data gathered from formal and informal observations, student work samples	6/11/2015 monthly
G1.MA1	Direct observation from administration in the classroom to ensure that high yield instructional strategies are	Smith, Markeishia	8/18/2014	Classroom walk-throughs and Journey observations, conversations with staff members, student data	6/11/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implemented and core beliefs are upheld.				
G1.B1.S1.MA1	Monitor the implementation of high yield instructional strategies during student contact time.	Smith, Markeishia	8/18/2014	Classroom walk throughs and Journey observations.	6/11/2015 daily
G1.B1.S1.MA1	Implement the master schedule.	Smith, Markeishia	8/18/2014	Classroom walk throughs	6/11/2015 daily
G1.B1.S1.MA3	The leadership team will begin implementing lesson planning with teachers using the Florida Standards during the teachers block planning time.	Smith, Markeishia	9/29/2014	Teachers will be responsible for turning in their lesson plans to administration a week in advance.	6/4/2015 one-time
G1.B1.S1.MA4	Teachers will receive training through the district from the Dana Center on Florida Standards.		11/4/2014	Teachers will share the work they produced at the Dana Center training with their grade level and the leadership team during PLC time. Teachers will take a more active role in standards based lesson planning, thus having the Reading and Math Coaches fall into more of a facilitator role versus leading role.	11/18/2014 one-time
G1.B1.S1.MA5	Begin training on Kagan Strategies to promote cooperative learning structures during instruction.	Smith, Markeishia	12/1/2014	Teachers will practice the new strategies presented for a week. If teachers feel they need support, the school based coaches will provide additional modeling. Administration will complete walk throughs one week after the presentation to gather evidence as to the full implementation status of each teacher.	6/5/2015 one-time
G1.B1.S1.MA6	Implement training on vocabulary development and writing in response to reading.	Smith, Markeishia	10/20/2014	Ms. Cortes will present to teachers K-5 the updates to writing and scoring. The leadership team will complete ongoing walk throughs to monitor the implementation of writing based on the Florida Standards.	6/5/2015 one-time
G1.B2.S1.MA1	Administration will complete classroom walk throughs, review lesson plans and have formal/informal discussions with teachers and students based upon the identified core beliefs.	Smith, Markeishia	10/1/2014	Direct observation	6/11/2015 weekly
G1.B2.S1.MA1	School wide core beliefs will be identified and displayed.	Smith, Markeishia	8/18/2014	Direct observation	10/1/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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 use of high yield instructional strategies.

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

Provide professional development on the following high yield instructional strategies during the common planning time: Kagan Cooperative Learning, Writing across the curriculum, and Marzano vocabulary strategies

Facilitator

District PD department and in house

Participants

All instructional staff.

Schedule

Monthly, from 8/18/2014 to 6/11/2015

G1.B2 Lack of core beliefs.

G1.B2.S1 Develop the core beliefs for Snively Elementary as a faculty.

PD Opportunity 1

Team building professional development will be implemented.

Facilitator

District PD department

Participants

All teachers in Kg. - 5th.

Schedule

Quarterly, from 8/18/2014 to 10/1/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0