John Snively Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

John Snively Elementary

848 SNIVELY AVE, Eloise, FL 33880

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Rosebrough, Diane	Principal	The Principal oversees schoolwide conditions including facility conditions, core instruction, collaborations and interventions, curriculum and assessment, and data to drive continuous improvement.
Bryant, Johnna	Assistant Principal	Works collaboratively with the Principal on schoolwide conditions, including facility conditions, core instruction, collaboration 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.
Whaley, William	School Counselor	Works collaboratively with school 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	Instructional 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. Assists the Assistant Principal with testing throughout the year. Collaborates with Administration to ensure all academic programs are aligned to our SIP goals.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We involve our SAC committee, teachers, and parents in the development of the our SIP. At the end of the school year we review our data and discuss goals for the upcoming school year. We elicit feedback from our parents throughout the year through surveys and comment cards. We meet with our SAC and PTO groups to discuss data and obtain feedback on goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be continually reviewed with the teachers throughout the year. We will analyze data to determine the effectiveness of our SIP strategies at least quarterly. Revisions will be made as needed in order to obtain our SIP goals.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	11	5	7	10	1	7	0	0	0	41
One or more suspensions		4	0	7	6	1	12	0	0	0	30
Course failure in English Language Arts (ELA)		3	2	8	6	0	1	0	0	0	20
Course failure in Math		2	1	2	7	0	1	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	22	11	21	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	16	11	28	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	8	18	14	8	14	0	0	0	69

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	3	11	16	11	25	0	0	0	74

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	9	6	8	7	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	34	22	17	10	21	15	0	0	0	119
One or more suspensions	2	1	0	0	0	3	0	0	0	6
Course failure in ELA	12	7	9	3	12	2	0	0	0	45
Course failure in Math	5	6	1	4	12	5	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	10	10	10	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	8	12	13	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	24	20	25	17	15	17	0	0	0	118

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	13	8	5	21	18	0	0	0	79

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	34	22	17	10	21	15	0	0	0	119
One or more suspensions	2	1	0	0	0	3	0	0	0	6
Course failure in ELA	12	7	9	3	12	2	0	0	0	45
Course failure in Math	5	6	1	4	12	5	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	10	10	10	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	8	12	13	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	24	20	25	17	15	17	0	0	0	118

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	13	8	5	21	18	0	0	0	79

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	45	53	46	47	56	39		
ELA Learning Gains				60			49		
ELA Lowest 25th Percentile				62			71		
Math Achievement*	41	49	59	55	42	50	39		
Math Learning Gains				53			46		
Math Lowest 25th Percentile				48			59		
Science Achievement*	40	41	54	43	49	59	31		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	58	54	59	64			58		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	211
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	1
ELL	42			
AMI				
ASN				
BLK	27	Yes	1	1
HSP	42			
MUL				
PAC				
WHT	57			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL	52			
AMI				
ASN				
BLK	53			
HSP	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			41			40					58
SWD	22			14							4	50
ELL	35			51			50				5	58
AMI												
ASN												
BLK	33			23			29				4	
HSP	39			47			42				5	58
MUL												
PAC												
WHT	64			50							2	
FRL	37			40			39				5	58

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	46	60	62	55	53	48	43					64
SWD	25	23		35	46							60
ELL	44	63		54	48		40					64
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	33	57	60	39	52	50	46					90
HSP	52	63	64	61	54	45	44					53
MUL												
PAC												
WHT												
FRL	47	62	58	53	53	40	43					62

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	39	49	71	39	46	59	31					58
SWD	3	35	55	9	41		13					46
ELL	36	53	73	41	47		34					58
AMI												
ASN												
BLK	26	30		25	40		18					60
HSP	45	61	79	43	43	64	38					57
MUL												
PAC												
WHT	30			35			20					
FRL	41	52	77	37	42	58	25					54

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

		ELA				
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	43%	-3%	54%	-14%
04	2023 - Spring	54%	53%	1%	58%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	33%	42%	-9%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	44%	51%	-7%	59%	-15%
04	2023 - Spring	54%	56%	-2%	61%	-7%
05	2023 - Spring	35%	44%	-9%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	39%	-2%	51%	-14%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing component was in 5th grade science. Our proficiency level was 42%. We only fell 1 point from the prior year. Snively Elementary did not have a Science coach for the year and it did negatively impact our scores.

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

The data component that showed the greatest decline from the prior year was math proficiency. We fell from a 55% proficiency for the 21-22 school year to 45% for the 22-23 school year. Snively Elementary did not have a math coach for the 22-23 school year and I believe this negatively impacted our math scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fifth grade math had the greatest gap when compared to the state average. Fifth grade school math scale score was 308 compared to the state scale score of 321. A contributing factor to the decline in fifth grade scores was one of the two 5th grade teachers that taught math was out sick many days throughout the year. This of course negatively impacted the student learning.

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

Our proficiency data relatively remained constant compared to the prior year in ELA and Science. We continued our use of active progress monitoring data, MTSS, Learning Arc, and weekly collaborative planning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our biggest area of concern is student attendance. Another area of concern is the number of students with reading deficiencies.

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

Obtaining teachers for current openings is our first priority. Academically, our priorities will be to increase our proficiency scores in ELA, Math, and Science. We will also focus on improving student attendance in all grade levels.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

All teachers will receive refresher training on completing the Learning Arc Framework to deliver grade level benchmarks-aligned instruction in order to improve student achievement in all core content areas. Our school will emphasize teacher understanding, planning, and implementation of the BEST benchmarks. Our 2022-2023 F.A.S.T. data showed 57% of the students in grades 3-5 earned a level 1 or 2 on the F.A.S.T. reading assessment and 55% earned a level 1 or 2 on the F.A.S.T. Math assessment.

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 their data on the state progress monitoring assessments with a minimum of 41% proficient overall in reading and math for all ESSA subgroups.

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 Reading, STAR Math, 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. ESSA subgroups will be monitored on a quarterly basis fpr growth.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will meet weekly with administration and school based academic coach 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 Intervention:
Explain the rationale for selecting this specific strategy.

Through purposeful weekly planning using the Learning Arc Framework, modeling by academic coaches, and follow up observations by administration, teachers will consistently implement effective benchmark-aligned teaching to the full extent of the benchmark in order to increase proficiency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 2023-2024 school year.

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

By When: June 2023

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

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

By When: Weekly starting August 3, 2023 throughout the remainder of the 2023-2024 school year.

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)

By When: August 3, 2023

Administration and academic coaches will tier teachers and students for support as needed based upon walk throughs and student data. Of greatest concern will be those students in ESSA subgroups who fell below the federal index.

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

By When: The end of September 2023

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

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

By When: August 3, 2023

Conduct weekly classroom walk throughs by administration and academic coaches. Administrators will walk together twice weekly as a team and four additional times individually for a total of 6 walks per week.

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

By When: Weekly starting August 10, 2023.

Implement monthly MTSS meetings with the teachers, school counselor, and academic coach to discuss the progress of students. We will specifically look for failing grades, poor attendance, STAR data and FAST data.

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

By When: September 2023 through the remainder of the school year.

No description entered

Person Responsible: [no one identified]

By When:

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 school 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 2023-2024 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 award). Tier 2 provides early intervention for students who need more support to avoid chronic absences. (Phone calls home, attendance letters, meet with truancy personnel). 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 Intervention:
Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 support. Identify the ESSA subgroups in which each students fits.

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

By When: September 2023

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

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

By When: September 2023

Cultivate an atmosphere where students feel respected and safe.

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

By When: September 2023

Reinforce a positive welcoming experience in the front office.

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

By When: September 2023

Create visuals (bulletin board, posters) that reflect attendance messaging in and modify during the year to sustain an impact.

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

By When: September 2023

Explain expectations for attendance to parents 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)

By When: September 2023

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

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

By When: September 2023

Contact parents when students miss 3 days of school to express concern. Teachers will first attempt to contact parents and document in their Title 1 log. If contact cannot be made the guidance counselor will attempt contact and document in focus. If absences continue we will involve the school truancy district member and/or school social worker as needed.

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

By When: September 2023

Create friendly competition among classrooms offering prizes, 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)

By When: September 2023

Work collaboratively with the district truancy member and/or 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)

By When: September 2023

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

By When: September 2023

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations and ensure resources are allocated based on need includes the following:
Title 1 Comprehensive Needs Assessment (CNA)
Data Com conducted by my Regional Superintendent
Summer Leadership professional development and trainings
School Improvement Meetings and trainings
PURE process
Regional Review of School SIP Plan

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 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 Measurable Outcomes

During the 2022 - 2023 school year 35% of the now 2nd graders scored below the 50th percentile on the STAR Early Literacy assessment. Our goal for the current year is 50% of 2nd graders will score above the 50th percentile on the STAR assessment.
The measurable outcome for 1st grade is to decrease the percent of students scoring lower than the 50th percentile on the STAR Early Literacy assessment from 33% to 25%.
The measurable outcome for Kindergarten is for 50% of the students to score at or above the 50th percentile on the STAR Early Literacy Assessment.

Grades 3-5 Measurable Outcomes

Our measurable outcome for 5th grade is to maintain the 39% below a level 3 that was earned by last year's 4th grade students. The goal for 4th grade is to decrease the percent of students earning a level 1 or 2 from 66% (last year's 3rd grade) to 50%. Our measurable outcome for 3rd grade is to decrease the percent of students scoring below the 50th percentile from 68% to 50%.

Monitoring

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 impact student achievement outcomes.

Weekly Administrative walk throughs will occur in PK through 5th grade. Monthly MTSS meetings with the teacher, administration, and school guidance counselor will occur to discuss student data and look for trends. Quarterly grades will be evaluated. Accelerated Reading Points will be monitored by the teacher and administration. Spreadsheets will be created to chart the student data. School ELA coach will push in classrooms to work with small groups of students and/or model 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

Evidence-based Practices/Programs

Description:
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. §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?

The administrative team 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 extent of the benchmark.
Teachers and administrative team will chart data and look for trends of progress. Weaker benchmarks will be identified.
Teachers will also breakdown STAR and STAR Early Literacy data to determine areas in need of acceleration and/or remediation. Small groups will be formed. Administration will provide additional push in support from paras and special areas teachers to assist the homeroom teachers.
Administration has requested the program From Phonics to Reading from the District to use with our K-3 students as needed.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

By continuing to gain a deeper understanding of the depth and breadth of the benchmarks, teachers will evaluate the tasks and assessments to ensure alignment. By teaching to the full extent of the benchmark, students will better understand the benchmark and hence show growth on the F.A.S.T. assessment and STAR assessment.

Using small group instruction will better meet the needs of all students. Using push in support will allow more students to be on task and working toward their goals.

Phonics to Reading is a research based reading program approved to use by the district.

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
All students will complete the STAR and STAR Early Literacy assessments in the month of September.	Bryant, Johnna, johnna.bryant@polk-fl.net
Data will be kept on spreadsheets for each class K-5	Rosebrough, Diane, diane.rosebrough@polk-fl.net
Teachers will create groups for small group instruction.	Rosebrough, Diane, diane.rosebrough@polk-fl.net
Push in schedule will be created for special area teachers and paras to help homeroom teachers.	Bryant, Johnna, johnna.bryant@polk-fl.net
Monthly MTSS meetings will be conducted by Leadership Team and teachers.	Rosebrough, Diane, diane.rosebrough@polk-fl.net
MTSS meetings will be held with teachers, parents and Guidance Counselor as needed.	Whaley, William, william.whaley@polk-fl.net
Data spreadsheets will be updated after each progress monitoring assessment.	Rosebrough, Diane, diane.rosebrough@polk-fl.net
Weekly lesson planning will be conducted with school based coach, district based coach, and administration.	Jusino-Fraser, Ana, ana.jusino-fraser@polk-fl.net
Weekly administrative observations will occur and feedback given as needed.	Rosebrough, Diane, diane.rosebrough@polk-fl.net
Identify students in K-3 who will work with Americorp staff members.	Jusino-Fraser, Ana, ana.jusino-fraser@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We disseminate the SIP and SWP to our stakeholders through various ways:
* School/District Webpage
* PEN Notebook
* Parent/Family/Community Input Meetings
* Annual Parent Meeting
* School Advisory Meetings
* PTO Meetings

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Administration will establish and maintain positive interactions with students, staff, parents, and community members by staying visible and having an open door policy. The Principal will continue to serve on the community CRA to maintain strong bonds with the community.
Teachers will reach out to all parents during the first semester of school to establish positive communication. Communication will be aided through the use of students agendas, email, phone calls, text messages, and social media. Student progress will be communicated to parents no less than quarterly. Parents will be notified immediately if their child's grades fall a letter grade i.e. from a C to a D. We will continue to monitor attendance and notify parents when students miss three days of school or more at a time.
All staff will use translation practices as needed.
Snively will hold nightly meetings throughout the year to give suggestions on ways parents can help their children at home.
We will also offer Kindergarten Round up meetings and Middle School Transition Meetings during the year to strengthen communication between home and school.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Snively will continue to strengthen the academic program, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum through a variety of ways:
* District approved bell to bell Master Schedule
* Using Title 1 money to pay for an additional para
* Offering afterschool tutoring to students
* Conducting weekly collaborative planning with teachers to ensure instruction matches the full intent of the benchmark
* Scheduling monthly MTSS teacher meetings with administration and guidance

* Scheduling daily small group push in support in the classroom
* Scheduling small group ESOL and ESE teacher/para support in the classroom
* Progress monitoring of state and school student data

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our school plan works in coordination with Polk County District activities such as:
* Data Com
* School Improvement Plan Trainings
* Summer Leadership Professional Development
* Title 1 Technical Assistance - Use of Funds, PFE Input, Back to School Meetings
* Comprehensive Needs Assessment Technical Assistance
* ESE support
* Head Start/PreK located on our campus
* Free meals to our students

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Snively works hand in hand with Polk County Schools in offering many services to our students:
* https://polkschoolsfl.net/mentalhealth/
* Individual counseling
* Group counseling
* Collaboration with community partners - Peace River Center, Watson Clinic Behavioral Health, and the Sweet Center (Winter Haven Hospital) also offers individual and group counseling

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At the elementary level we hold a middle school transition night for our 5th grade students during the open enrollment period. This night offers the opportunity for students and parents to meet in a smaller venue to discuss middle school options for the upcoming school year.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Snively uses the PBIS model in coordination with CHAMPS in our school throughout the year. Expectations are taught and reinforced starting at the beginning of school. Posters of expectations are displayed throughout the school in high traffic areas such as the cafeteria, hallways, and media center. Daily morning announcements teach/reteach our school expectations. Students can earn monthly activities by following the school expectations at least 80% of the time. Teachers track and communicate behavior data to administration and parents on students who struggle with meeting the 80% mark. A

discipline plan will be established in coordination with the parent as needed for Tier 2 behavior students. Tier 3 students will be referred to guidance and district behavior specialist as needed for support.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Snively implements weekly collaborative planning meetings with teachers, administration, and academic coaches. Monthly data meetings are conducted with teachers, administration, and guidance counselor. Professional development is conducted throughout the year by both the district and school. On demand professional development is offered through Schoology based upon individual needs. Administration works with the district to support new teachers throughout the year and to recruit and retain effective teachers by providing professional development and mentors. Administration provides feedback and support for teachers as needed. The school and district academic coaches offer feedback and support for teachers throughout the year as well.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We have two early childhood classrooms on our campus staffed with certified teachers. We hosted a summer Kindergarten boot camp for incoming Kindergarten students. We hold a Kindergarten round-up program in April each year to welcome incoming Kindergarten students. We work with the district to offer services from the Books Bridge Bus and Migrant Early Childhood Services.