

Jackson County School Board

Sneads Elementary School



2016-17 Schoolwide Improvement Plan

Sneads Elementary School

1961 LOCKEY DR, Sneads, FL 32460

<http://ses.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-4	Yes	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Jackson County School Board on 11/22/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sneads Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Beliefs:

We believe that every student is important and can learn.

We believe that learning to read is the cornerstone for all education.

We believe that family and community involvement benefits student achievement.

We believe that continuous improvement is essential to the growth and development of both student and staff members.

We believe that a safe and secure environment is essential for teaching and learning.

b. Provide the school's vision statement.

AN EDUCATION IS LIFE'S BEST TREASURE

2. School Environment

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

Our school strictly adheres to the anti-bullying policy adopted by the Jackson County School Board. In addition, our school operates on a Positive Behavior System that recognizes and rewards students for their positive actions and words towards others. Another powerful tool some of our teachers use to learn about students' cultures and to build relationships between teachers and students is what is called a "Morning Meeting". This process takes about 10 minutes of class time. For five minutes the teacher reviews previous learned topics and shares with students what they will learn that day and also reviews behavior procedures and then for five minutes students share things from their life with the class. It works out extremely well! It allows for teachers to have insight into students lives outside of the classroom which in turn truly makes the students' feel cared about (and heard from) as an individual. In addition, Sneads Elementary has established the "Champions Mentoring Program." This program allows at risk students to be mentored by a non-homeroom teacher on a weekly basis. The mentors encourage and support these students academically and emotionally while building a relationship of trust. Our teachers work hard to ensure that students feel loved, cared for, and accepted.

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

At Sneads Elementary, our administrators ensure that duty personnel are on posts throughout the school during the early morning hours when students are at school before school starts. They make sure students know where to go and are there to assist students with questions and needs. Our front office is always available with loving and supportive staff members who keep the atmosphere welcoming so that students feel able to walk in and receive assistance for their needs. All of our students also have the opportunity to take advantage of a free breakfast in the morning where they can start the day nourished and energized. We feel that if we make our students feel that resources are available, and they are welcome to access them, that they will feel valued and accommodated as a learner. This in turn, helps them to feel safe and respected as well. Additionally, in the area of safety, our school has installed security cameras throughout the school and all teachers keep their classroom doors locked during the school day. Furthermore, our school has partnered with Jackson

County Sheriff's Office to establish an on-campus emergency response team. This team has up to date training in the case of a true emergency on campus. At Sneads Elementary, we work hard to provide an environment that meets students need for safety and fulfilling students emotional needs as well.

c. 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.

Our school has a positive behavior system that operates on the basis of recognizing and rewarding the positive behaviors that we want students to exhibit. Our teachers model the appropriate behaviors and procedures for the students so that they can recognize appropriate ways to treat others. Some teachers utilize the "Bucket Filling" system in their classrooms where students recognize each other for the acts of kindness that take place all around them each day. Several grade groups have also implemented a Recess Academy system where students who have made unwise choices with their behavior can go and reflect on those behaviors. This system has worked well for the upper grade students. Most teachers at Sneads Elementary involve the students in the process of developing classroom rules so that they take ownership in those rules and use positive peer pressure to adhere to those rules. For the students who have chronic difficulty in maintaining adherence to the rules in their classroom or our school rules, teachers make use of Infraction Reports, which document student misbehavior and the actions taken to correct those behaviors before the child has to be referred to the front office. Our teachers also work to create good communication with their students' parents so that behavioral issues are addressed early on before they become a larger issue.

d. 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.

Jackson County School Board is contracted with a program called Counseling and Behavioral Services, Inc. Students can be referred to this program and the student will be provided with ongoing counseling on the school campus. The company provides an intake counselor that meets with the parent and the student and reviews the referral and decides from there if the referral warrants counseling. Based on the student's needs, the counselor will come to the school campus once or twice a week to counsel with the student. Sneads Elementary has also begun using counseling services through Anchorage Children's Home to supplement other treatment options. In addition, our school guidance counselor is also available to speak with children on an as needed basis. If particular students exhibit behavioral concerns, then an intervention plan is developed and followed by the staff that are implementing the plan. Many positive behavior strategies are used to help each child be successful such as trips to the office to celebrate a great day and morning visits to the office to get a morning pep talk and attention for those who just need that extra attention that they are lacking. Our school counselor also has access to FDLRS PAEC Parent Services Community Resource Guide for Families that lists numerous agencies that are available to help families in need. The Center for Autism at FSU (CARD center) is contracted with our county to service teachers of autistic children and the autistic children as well. The CARE Program for Drug Awareness is also taught to our students through the Physical Education Program under the Health Care umbrella. In addition, our school nurses teach a Physical You program to 5th grade boys and girls to help with body awareness. Furthermore, our school has established the "Champions Mentoring Program." This program allows at risk students to be mentored by a non-homeroom teacher on a weekly basis. The mentors encourage and support these students academically and emotionally while building a relationship of trust. Our teachers work hard to ensure that students feel loved, cared for, and accepted. It is through all these resources and programs, in addition to the daily loving acts of our school staff, that we are able to meet social-emotional needs of all our students.

3. Early Warning Systems

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

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

Our school's early warning system includes students who miss 10% or more of instructional time, students who are retained, students who are not proficient in reading by third grade, students who fail either ELA or mathematics at any grade level, students who score a Level 1 on statewide assessments in either ELA or mathematics, students who receive two or more behavior referrals, students who receive one or more behavior referrals that lead to suspension.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	12	13	15	9	16	0	0	0	0	0	0	0	75
One or more suspensions	6	2	2	3	7	0	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	4	3	2	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	6	8	7	0	0	0	0	0	0	0	21

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	4	3	3	7	7	0	0	0	0	0	0	0	30

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

Our assistant principal works closely with the teachers to determine which students are missing class repetitively. She will call the parents of these students to determine the cause of the absences and to prevent further absences. Our assistant principal works hard to handle these incidences even if it means attending truancy court. Attendance at school is a priority. The students who meet the early warning signals criteria are identified and a Child Study Team meeting is then scheduled to gather information and to determine the best course of action for each individual student. In addition, our school participates in the Backpack program that helps feed students who may not have food available at home over the weekend. Some students miss school because of a lack of support and the Backpack program helps support students. The program helps get students to school because when children's basic needs are met they are more able to learn and more likely to have a positive outlook on school. This in turn increases attendance at school.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Since parents are an integral part of their child's educational team, they are invited and encouraged to attend any and all activities at Sneads Elementary, such as parent conferences, the annual Title 1 Meeting, PTO meetings, Open House, Grade Level Orientation, School Advisory Council Meetings, field trips, class parties, fall and spring carnivals, Field Day, and special programs that include; Kindergarten and Fifth grade graduation, Winter Wonderland, Thanksgiving Feast, Read with Santa, and Writing With Your Child.

2. 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.

Sneads Elementary is the cornerstone of our community. Our businesses are proud of our school and work with our school to help supplement our school's needs. Our school builds and sustains these partnerships through collaborative relationships. Our community is close knit and the owners of local businesses send their children to our school. We have earned their trust through our welcoming school culture and through being involved in the community. McDaniels Piggly Wiggly is the local grocery store and helps our school by donating items for teacher appreciation dinners and student rewards, such as popsicles. The local bank helps by donating pencils and other supplies. The local churches are always donating school supplies and other necessities to our school for students who lack these resources. Our local police department helps with our Christmas Fund Program. Our local State Parks partner with our school by inviting our students to historical reenactments and cultural events along with other naturalistic educational community events. Our local state prison, Apalachee Correctional Institution, recently donated ten wood picnic table to our school for student use. This is just one of many examples of their service to our school. Community leaders also come to our school to read with children and to be a mentor to at risk students. Together we work together to enrich the lives of the students who attend Sneads Elementary School.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Allen, Brenda	Teacher, K-12
Edwards, Kerrianne	Teacher, K-12
Carpenter, Lindy	Teacher, K-12
McIntosh, Amber	Administrative Support
Rogers, Missy	Dean
Applewhite, Cindy	School Counselor
Hart, Becky	Teacher, K-12
Pevy, Sharon	Teacher, K-12
Chason, Melanie	Teacher, K-12
Jones, Monica	Teacher, K-12
Morris, Tammy	Teacher, K-12
	Assistant Principal

b. Duties

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

The School Based Leadership Team members help lead their grade group in planning and instruction along with other leaderships responsibilities. Specific SLT Roles/functions (one person may serve more than one role)

- Instruction Leader – (Administrator, Melynda Howell) - Ensures fidelity of the process, sets regularly scheduled times for the SLT to convene, makes decisions on how T2 and T3 services will be delivered
- Team Leader – (Guidance Counselor, Amber McIntosh)- Directs team activities, receives referrals for the SLT, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
- Data Mentor – (Assistant Principal, Cindy Applewhite) Assists in collecting, organizing, visually displaying, analyzing and interpreting data
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
- Teacher – of the student whose needs are being addressed
- Parent/Guardian – of the student whose needs are being addressed
- Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists

The SLT collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze

strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

2. 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.

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

Federal Funds include Title 1 funds which provide staffing for our school. These funds pay the salary of 1-3 teachers at our school. State funds include textbook dollars from the state that provides instructional materials for our teachers and other resources such as library books and media. State funds include S.A.I. (Supplemental Academic Instruction) funds which allow our school to purchase enrichment resources such as Elements of Vocabulary and workbooks to prepare our students for the rigor of Florida State Assessment testing and FCAT 2.0 testing for Fifth Grade Science. Technology money from the state also helps fund our Accelerated Reader program. Local funds include PTO and the 1/2 cent sales tax which helps with technology resources.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kerriane Edwards	Teacher
Everline Brown	Parent
Melynda Howell	Principal
Rachel Hernandez	Business/Community
Kelly Barfoot	Business/Community
Kevin Jackson	Parent
Lawanda Jackson	Parent
Sue Armstrong	Parent
Marissa Ballard	Teacher
Sharmon Shealy	Teacher
Vidhi Patel	Business/Community
Mayuei Bhakta	Business/Community
Peggy Tucker	Parent
Clay Armstrong	Parent
Richard Manning	Parent
Jacqueline Smith	Parent
Makenzie May	Education Support Employee
Donna Gilley	Education Support Employee
Becky Hart	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

Our SAC reviews our SIP and helps track progress toward our goals. Last year, we had hoped to reach 84% proficiency in Reading, however we only met 71% proficiency in reading. We were unable to determine reading learning gains due to this being the first year of the Reading FSA.

Last year, we had hoped to reach 85% proficiency in Mathematics, however we only met 80% proficiency for mathematics. We were unable to determine math learning gains due to this being the first year of the Math FSA.

Our SAC committee analyzes the school data and works together to set new goals for our school and helps to develop strategies and implement plans to reach those goals.

b. Development of this school improvement plan

The council will work together to implement changes to the School Improvement Plan for the year 2015-2016. The council will also collaborate on ways to increase student achievement and to increase parental involvement at our school.

c. Preparation of the school's annual budget and plan

N/A

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

Sneads Elementary School is not allocated any school improvement funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Howell, Melynda	Principal
Applewhite, Cindy	School Counselor
Edwards, Kerriane	Teacher, K-12
Carpenter, Lindy	Teacher, K-12
Chason, Melanie	Teacher, K-12
Hart, Becky	Teacher, K-12
Pevy, Sharon	Teacher, K-12
Perkins, Brandi	Teacher, K-12
	Assistant Principal
Jones, Monica	Teacher, K-12
Morris, Tammy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Initiatives will include discussing on-going strategies and activities to be implemented during the 16-17 school year to meet reading goals as outlined in the 2016-2017 school improvement plan and for successfully implementing the Common Core standards. A major focus will be on the key areas of concern that have been designated by the school advisory council along with the administration of our school. This year our team will specifically focus in on strategies to increase the reading proficiency of our students, especially those with disabilities.

D. Public and Collaborative Teaching

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

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

Our school administration allows for common planning periods for all instructional staff. This common planning period is crucial and is expected. All of our grade groups meet as a whole team once a week at a minimum. Most grade groups connect almost daily to share ideas and comments and to discuss strategies and skills currently being taught. This year there are days included in our academic school

year calendar for full day in-services. Our hope is that on these days, we can implement across-grade-group planning to better serve and plan for our students instruction. Our teachers also serve on committees within the county to construct curriculum maps for all subject areas. Some of our teachers have also created group websites on Edmodo where they can keep a continuous stream of sharing going all throughout the school year with teachers in their grade group across the county.

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

Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the World Wide Web. Newly hired teachers are provided a mentor and district support through the beginning teacher program. Professional development opportunities are offered through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge. Teachers are provided resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc.) to obtain their professional teaching certificate; become highly qualified in subject areas taught; and renewal of professional certificates for veteran teachers. Teachers are provided support to improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Frameworks. Mrs. Melynda Howell, our principal, ensures that our school recruits and retains highly qualified, certified-in-field, effective teachers.

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

Teacher Mentoring Program/Plan is the assigned responsibilities as outlined in the state approved Jackson County New Teacher program. Our school has zero beginning teachers for the 2016-2017 school year. If we would have had a beginning teacher they would have been paired with a high performing, experienced colleague in her grade level. Close proximity and effectiveness of paired teacher is taken into consideration for each pairing. Beginning teachers also meet with content specialists on our school-based leadership team.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our county administrators and county wide instructional staff evaluate the available programs at time of adoption. Alignment to Florida's standards is the top priority when choosing these materials. The programs we choose have technology components and print components that provide us with the necessary evidence to ensure they are aligned. Our county resource teachers, reading coach and math consultant, are critical in the advisement of these programs. They use their expertise in the subject area to carefully examine the programs and give invaluable insight into the programs that are chosen. These lead teachers also make sure that materials and resources added to our core program are of high quality and standards based.

b. Instructional Strategies

1. 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.

Our school is going to focus heavily on improving our overall reading proficiency and especially the reading learning gains of all of our students. Every teacher provides an additional 30 minutes of reading immediate intensive intervention (iii) time during each school day for the lowest 25% of students. This involves systematic and explicit instruction that specifically address the student's deficiency in a component skill, and it also involves more frequent progress monitoring on target skills to ensure adequate progress. Also, our school makes use of educational online resources such as i-Ready. i-Ready is available for all students at our school to use. It's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. It provides explicit, systematic, personalized learning in the six areas of reading instruction, and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test. Designed specifically to meet the most rigorous state standards, this research-proven, technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction. Furthermore, teachers provide additional instruction during their planning times for students who need more support on challenging concepts. In addition, our school also provides after-school reading and math remediation from January-March in preparation for the FSA. Students in the lowest 25% are invited to receive an additional hour of instruction Monday-Wednesday. This differentiated instruction helps to meet the diverse needs of students that are having difficulty attaining the proficient level on FSA.

2. 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: Extended School Day

Minutes added to school year: 3,240

Our school offers after-school remediation to the lowest 25% in reading and mathematics. We also offer after-school remediation for students who have evidenced a need for extra support in writing and science. If space allows, we also invite other students who would benefit from the extra help. Our after-school groups are limited to 5-10 per teacher who participates in the after school remediation program. Each child receives differentiated instruction based on their needs as evidenced by previous year's FSA scores and formative assessments. Teachers record this information on a county provided document.

Strategy Rationale

Increasing instructional time has a direct effect on students' learning achievements.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Howell, Melynda, melynda.howell@jcsb.org

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

Previous year's FSA scores and formative assessments provide a list of skills each child needs remedial help for and to what percent that are initially proficient. Teacher's set proficiency goals for each child to meet at the end of the program. The student's progression is assessed through teacher anecdotal observations and evidence through data collection such as diagnostic tests and interim assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The Early Childhood Program staff assists parents in the transition process from home to school and from Pre-Kindergarten to the kindergarten programs of elementary schools. In an effort to gain proficiency information, the Early Childhood Program staff assesses each student three times per year using the Portfolio Assessment and two times per year using the Phonological Awareness Assessment and the Initial Sound Fluency instrument. The data from these assessments is entered into Galileo On-line and is used as an ongoing assessment tool. This data drives instruction to ensure that students meet state standards and benchmarks. The student's progress is monitored and shared with parents during conferences. In the spring, Pre-K students entering fall kindergarten are also assessed on the Early Childhood Observation System (ECHOS). Throughout the school year any student experiencing difficulty, whether academic, social, or emotional, may be referred to the Child Study Team. This team, which includes the teachers and parents, identifies issues and recommends interventions. End-of-the-year transition meetings are scheduled to allow parents and students to visit kindergarten classrooms and to provide opportunities for parents to talk to kindergarten teachers. Parents are provided with additional information regarding the expectations of kindergarten students (i.e. sight words, behavior expectations, kindergarten report cards, etc.). Annually staff representatives from Prek and K meet together to discuss the two programs. PreK staff complete a

Transition Data form (JC-373) for each rising Kindergarten student. This alerts kindergarten staff of concerns, interventions, Child Study documentation, social, emotional, or family issues - all pertinent information for making the best kindergarten assignment for the new student. In addition, the spring ECHOS results are made available to kindergarten teachers. At the conclusion of the PreK school year, Family Transition packets are provided to all families to be used for maintaining academic progress over the summer months.

In addition, during the month of May, our fifth grade students take their annual trip over to Grand Ridge School for a tour of the school and to meet the staff. Our students are taken into the gym to start this orientation and all of the Grand Ridge fifth graders also take part in this event. The students are able to hear and learn expectations from the administration of the school and also from various other teachers who lead clubs and organizations. Students are given the opportunity to participate in an ask and answer question session. After this, the students are given a personalized tour of the campus. A social gathering is then held at the park behind the school to help the students build a sense of community for the following academic school year. This is all done in an effort to help the fifth graders prepare for their transition into Grand Ridge School as a sixth grade student.

b. College and Career Readiness

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

To create a sense of college and career awareness, Sneads Elementary is developing a plan to invite the community leaders and various tradesman into our school to present about their occupations to our students. We believe that inviting more speakers to come and share about their "work" with our students helps create enthusiasm and motivation for learning. It also helps the older elementary school students develop a greater sense of purpose in their educational pursuits.

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If our school develops a culture that upholds an ethic of excellence, then we will see a positive effect in student achievement. This ethic of excellence includes pride in student work and development of project based learning goals.

Strategic Goals Detail

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

G1. If our school develops a culture that upholds an ethic of excellence, then we will see a positive effect in student achievement. This ethic of excellence includes pride in student work and development of project based learning goals. 1a

G086721

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
AMO Reading - All Students	88.0
ELA/Reading Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient time to collaborate (cross curricular) and strengthen teaching methods and delivery

Resources Available to Help Reduce or Eliminate the Barriers 2

- Book Study on "Creating and Using Learning Targets and Performance Scales" and related videos and web sites
- Wonders Reading Curriculum
- Small group instruction pages from Wonders Reading Curriculum
- Reading Coach assistance from Sheryl Brock
- Florida State Assessment Test Item Specifications
- Instruction provided by highly qualified and effective instructional staff
- MobyMax
- Lexia
- After School Instruction
- Online Resources for extended learning and enrichment are provided by each publisher. Websites and passwords for students are sent home to parents.

Plan to Monitor Progress Toward G1. 8

FAIR data
STAR
Standards Based Assessments
Data Notebooks
Record of students work

Person Responsible

Melynda Howell

Schedule

Monthly, from 9/5/2016 to 4/28/2017

Evidence of Completion

At grade group monthly meetings with administration, teachers will bring their data notebooks. Students who are at risk and students who are not meeting reading gains throughout the year will be addressed. Strategies will be evaluated and redetermined.

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


 = Problem Solving Step  S123456 = Quick Key

G1. If our school develops a culture that upholds an ethic of excellence, then we will see a positive effect in student achievement. This ethic of excellence includes pride in student work and development of project based learning goals. 1

 G086721

G1.B4 Lack of sufficient time to collaborate (cross curricular) and strengthen teaching methods and delivery

2

 B230525

G1.B4.S1 Teachers need to be provided with the critical information to develop or implement high quality lessons to meet the rigor of the new Florida State Standards. Teachers need additional planning time to be able to meet with teachers across grade groups to streamline methods and share ideas for effective instruction. We currently have common planning as a grade group, but we do not have time to meet with grade groups above and below us to share information and to collaborate as a group. 4

 S243201

Strategy Rationale

If teachers are provided with the right tools and information they will use the tools and information to deliver powerful lessons that will motivate students and increase reading learning gains.

Action Step 1 5

Instructional staff will participate in a book study on "Creating and Using Learning Targets and Performance Scales." The instructional staff will also extend the book study by using multimedia such as videos and other websites to understand the type of implementation that is necessary to raise our school culture to one of increased excellence. Collaboration and brainstorming of ideas will also take place.

Person Responsible

Melynda Howell

Schedule

Monthly, from 9/1/2016 to 4/28/2017

Evidence of Completion

The evidence of this action step will consist of sign in sheets for the monthly meetings and meeting minutes. Further evidence will be the types of projects our students work on this school year. Many of the projects will require that the work be seen by a public audience.

Action Step 2 5

Instructional Staff will meet with County Wide Reading Coach to ask for and receive high quality resources to further aid in instruction.

Person Responsible

Melynda Howell

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Copies of handouts and resources given to teachers will be stored in a file for further review by the Literacy Leadership Team

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom observations or portfolios of student work reviewed by the principal and assistant principal will provide evidence of the implementation. Also progress monitoring assessments will be reviewed.

Person Responsible

Melynda Howell

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Administration will compile models of the type of student work desired. Progress monitoring assessments will also be used as evidence to prove the effectiveness of the new strategies being used.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Increased time during an instructional school day will be allocated to teacher collaboration. This will help overcome the barrier of lack of time to collaborate.

Person Responsible

Melynda Howell

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Collection of sign in sheets and meeting minutes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M325716	FAIR data STAR Standards Based Assessments Data Notebooks Record of students work	Howell, Melynda	9/5/2016	At grade group monthly meetings with administration, teachers will bring their data notebooks. Students who are at risk and students who are not meeting reading gains throughout the year will be addressed. Strategies will be evaluated and redetermined.	4/28/2017 monthly
G1.B4.S1.A1 A314624	Instructional staff will participate in a book study on "Creating and Using Learning Targets and..."	Howell, Melynda	9/1/2016	The evidence of this action step will consist of sign in sheets for the monthly meetings and meeting minutes. Further evidence will be the types of projects our students work on this school year. Many of the projects will require that the work be seen by a public audience.	4/28/2017 monthly
G1.B4.S1.MA1 M325714	Increased time during an instructional school day will be allocated to teacher collaboration. This...	Howell, Melynda	9/5/2016	Collection of sign in sheets and meeting minutes.	5/26/2017 monthly
G1.B4.S1.MA1 M325715	Classroom observations or portfolios of student work reviewed by the principal and assistant...	Howell, Melynda	8/8/2016	Administration will compile models of the type of student work desired. Progress monitoring assessments will also be used as evidence to prove the effectiveness of the new strategies being used.	5/26/2017 monthly
G1.B4.S1.A2 A314625	Instructional Staff will meet with County Wide Reading Coach to ask for and receive high quality...	Howell, Melynda	9/1/2016	Copies of handouts and resources given to teachers will be stored in a file for further review by the Literacy Leadership Team	5/26/2017 quarterly

VII. Budget

1	G1.B4.S1.A1	Instructional staff will participate in a book study on "Creating and Using Learning Targets and Performance Scales." The instructional staff will also extend the book study by using multimedia such as videos and other websites to understand the type of implementation that is necessary to raise our school culture to one of increased excellence. Collaboration and brainstorming of ideas will also take place.				\$734.04
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Sneads Elementary School	Title I, Part A		\$734.04
			<i>Notes: Our school purchased enough "Creating and Using Learning Targets and Performance Scales" books so that all instructional staff will have one to use during the book study.</i>			
2	G1.B4.S1.A2	Instructional Staff will meet with County Wide Reading Coach to ask for and receive high quality resources to further aid in instruction.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0171 - Sneads Elementary School	Title I, Part A		\$20,000.00
Total:						\$20,734.04