Sneads Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Sneads Elementary School

1961 LOCKEY DR, Sneads, FL 32460

http://ses.jcsb.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-4	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan was approved by the Jackson County School Board on 9/18/2018.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

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.

Provide the school's vision statement.

AN EDUCATION IS LIFE'S BEST TREASURE

School Leadership Team

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

Name	Title
Dewitt, Steve	Principal
McIntosh, Amber	Administrative Support
Applewhite, Cindy	School Counselor
Edwards, Kerrianne	Teacher, K-12
Carpenter, Lindy	Teacher, K-12
Perkins, Brandi	Teacher, K-12

Duties

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

The 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 sure more than one role)
• Instruction Leader – (Administrator, Steve DeWitt) - 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, Cindy Applewhite/Amber McIntosh/Brandi Perkens)- 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 – (Cindy Applewhite) Assists in collecting, organizing, visually displaying, analyzing and interpreting data
• Staff Liaison – (Steve DeWitt, Cindy Applewhite, Amber McIntosh, Brandi Perkins)Key communicator with staff, establishes procedures to gain
staff input and collaboration with other school initiatives

• Content Specialist – (Amber McIntosh, Brandi Perkins, Cindy Applewhite) 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 – (Amber McIntosh, Brandi Perkins, Cindy Applewhite) 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

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 8/29/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA students in bottom 25% with disabilities performed the lowest.Yes, this is a trend according to our last few years of data.

Which data component showed the greatest decline from prior year?

Math students with disabilities in the bottom 25% dropped from 43 to 36.

Which data component had the biggest gap when compared to the state average?

We are currently above the state average in all areas. ELA Learning Gains and ELA Lowest 25th Percentile both are 15 points above the state average.

Which data component showed the most improvement? Is this a trend?

Math Achievement showed a 29 point improvement.

Describe the actions or changes that led to the improvement in this area.

Our school implements an after school remediation program for the bottom 25% of students in grades 3 and 4, small group remediation, iReady math instruction 45 minutes a week, Performance Coach supplemental materials used to reinforce math skills, and monthly data chats,

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	77%	67%	56%	75%	58%	52%
ELA Learning Gains	70%	59%	55%	67%	54%	52%
ELA Lowest 25th Percentile	63%	50%	48%	55%	48%	46%
Math Achievement	91%	70%	62%	87%	63%	58%
Math Learning Gains	77%	58%	59%	73%	52%	58%
Math Lowest 25th Percentile	68%	40%	47%	74%	41%	46%
Science Achievement	74%	56%	55%	79%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	K	1	2	3	4	
Attendance below 90 percent	0 (10)	0 (12)	0 (13)	0 (15)	0 (9)	0 (59)
One or more suspensions	0 (6)	0 (2)	0 (2)	0 (3)	0 (7)	0 (20)
Course failure in ELA or Math	0 (0)	0 (4)	0 (3)	0 (2)	0 (0)	0 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (6)	0 (8)	0 (14)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	80%	66%	14%	57%	23%
	2017	78%	67%	11%	58%	20%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	77%	66%	11%	56%	21%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	63%	59%	4%	56%	7%
Same Grade Comparison		14%				
Cohort Comparison		-1%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	98%	72%	26%	62%	36%
	2017	93%	75%	18%	62%	31%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	91%	72%	19%	62%	29%
	2017	85%	73%	12%	64%	21%
Same Grade Comparison		6%				
Cohort Comparison		-2%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	62	57	42	72	60	36	56				
BLK	59	62	50	74	69	60	47				
HSP	70			100							
WHT	81	74	68	94	77	70	83				
FRL	69	69	63	86	76	63	61				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	60	46	33	67	54	43	45				
BLK	54	48	33	75	46	40	50				
WHT	79	67	68	90	68	65	84				
FRL	64	55	56	84	62	59	73				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA/Reading Lowest 25% Gains and Achievement Gaps
Rationale	Students scoring a level 1 or 2 in ELA/Reading show a significant reading deficiency. Achievement gap between white and black students is 22%. Achievement gap is 19% for students with disabilities and widens to 26% for learning gains in the lowest 25% of students.
Intended Outcome	Lowest 25% in ELA/Reading will show gains on their FSA and end of the year iReady test. Lowest 25% ELA performance for 2019 will increase by 10%.
Point Person	Steve Dewitt (steve.dewitt@jcsb.org)

Action Step	
Description	1. Students will continue to work on iReady daily, 2. work in small individualized groups outside of the classroom, 3. receive extra support throughout the day from their basic teacher in small group setting. 4. Lexia Core5 program 5. Open Court phonics supplement. 6. Access to Elementary ELA Resource Teacher for professional learning and modeling. 7. Coach ELA supplements
Person Responsible	Steve Dewitt (steve.dewitt@jcsb.org)

Plan to Monitor Effectiveness	
Description	Students reading iReady gains will be monitored weekly by their teacher. At monthly grade group meetings students will be discussed and their progress will be closely monitored. At the beginning, middle, and end of the year students will be assessed on iReady to help identify strengths, weaknesses, and growth.
Person Responsible	Cindy Applewhite (cindy.applewhite@jcsb.org)

Activity #2	
Title	Math Achievement Gaps
Rationale	There is a 20% gap between white and black students. There is a 22% gap for students with disabilities that widens to 34% for lowest 25% of students.
Intended Outcome	Close the gap by 10% for each subgroup by 2019 state assessment results.
Point Person	Steve Dewitt (steve.dewitt@jcsb.org)
Action Step	
Description	1. i-Ready diagnostic, online instructional support, teacher toolbox for small group instruction. 2. Access to Elementary Math Resource Teacher for professional learning and classroom modeling. 3. access to extended learning opportunities for struggling students. Access to small group Tier 2 and Tier 3 interventions through MTSS.
Person Responsible	Steve Dewitt (steve.dewitt@jcsb.org)
Plan to Monitor Effectiveness	
Description	i-Ready progress monitoring and diagnostic assessments.
Person Responsible	Cindy Applewhite (cindy.applewhite@jcsb.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 Adisory Council Meetings, field trips, class parties, fall and spring carnivals, Field Day, and special programs that include; Kindergarten and Fifth grade graduation, Thanksgiving Feast, Grandparent's Day, Muffins with Mom, Donuts with Dad, and Writing With Your Child.

PFEP Link

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

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 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 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 begun using counseling services through Anchorage Children's Home to supplement other treatment options. 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/BIP 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 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. 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.

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

Early Childhood assists parents in the transition from home to school and from Pre-Kindergarten to kindergarten. To gain proficiency information, the Early Childhood staff assesses each student three times per year using Portfolio Assessment and two times per year using Phonological Awareness Assessment and Initial Sound Fluency instrument. Data from these assessments is entered into Galileo On-line and used as an ongoing assessment tool. This data drives instruction to ensure students meet benchmarks. Student's progress is monitored and shared with parents during conferences. In the spring, Pre-K students entering kindergarten are also assessed on the Early Childhood Observation System. Throughout the school year students experiencing difficulty, whether academic, social, or emotional, may be referred to the Child Study Team. This team 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. Staff representatives from Prek and K meet together to discuss the programs. PreK staff complete a Transition Data form for each student. This alerts kindergarten staff of concerns, interventions, Child Study documentation, social, emotional, or family issues. 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.

Each May, our 4th grade students go to Grand Ridge School for a tour and to meet staff. The students are able to hear and learn expectations from the administration of the school and also from various teachers who lead clubs and organizations. Students are given the opportunity to participate in an ask and answer question session.

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 Acamedic 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.O 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.

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.

Part V: Budget

Total:	**$62,185.54**