

Jackson County School Board

Sneads Elementary School



2022-23 Schoolwide Improvement Plan

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Sneads Elementary School

1961 LOCKEY DR, Sneads, FL 32460

<http://ses.jcsb.org>

Demographics

Principal: Zane Walden

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-4
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (77%) 2018-19: A (75%) 2017-18: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Jackson County School Board on 10/18/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Sneads Elementary School

1961 LOCKEY DR, Sneads, FL 32460

<http://ses.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	24%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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<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

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

Name	Position Title	Job Duties and Responsibilities
Howell, Melynda	Principal	Ensures fidelity of the process, sets regular meetings for SLT, makes decisions on how Tier 2 and Tier 3 services will be delivered.
McIntosh, Amber		Serves as a team leader, directs team activities, monitors data for RTI, communicates with staff about SLT findings, assists in making decisions about services to students.
Perkins, Brandi	School Counselor	Assists in the implementation of SLT, Supports RTI and IEP implementation
Downum, Jeannie	Teacher, K-12	Assists in the implementation of SLT, School Improvement Chair, SAC Lead, Supports RTI implementation

Demographic Information

Principal start date

Thursday 7/1/2021, Zane Walden

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

589

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

3

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

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	125	119	107	100	87	0	0	0	0	0	0	0	0	538
Attendance below 90 percent	30	26	21	23	17	0	0	0	0	0	0	0	0	117
One or more suspensions	2	0	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	5	8	6	2	0	0	0	0	0	0	0	0	21
Course failure in Math	0	3	2	1	1	0	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	4	2	5	2	0	0	0	0	0	0	0	0	16

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	19	15	8	1	1	0	0	0	0	0	0	0	0	44	
Students retained two or more times	0	2	8	8	6	0	0	0	0	0	0	0	0	24	

Date this data was collected or last updated

Friday 9/2/2022

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	124	104	98	80	86	0	0	0	0	0	0	0	0	492	
Attendance below 90 percent	40	33	23	14	22	0	0	0	0	0	0	0	0	132	
One or more suspensions	1	2	2	0	0	0	0	0	0	0	0	0	0	5	
Course failure in ELA	0	8	5	1	4	0	0	0	0	0	0	0	0	18	
Course failure in Math	0	2	2	3	1	0	0	0	0	0	0	0	0	8	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	8	0	0	0	0	0	0	0	0	10	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	4	0	0	0	0	0	0	0	0	6	
Number of students with a substantial reading deficiency	0	0	0	2	8	0	0	0	0	0	0	0	0	10	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	4	4	3	8	0	0	0	0	0	0	0	0	20

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	26	26	10	4	0	0	0	0	0	0	0	0	0	66	
Students retained two or more times	0	6	9	6	8	0	0	0	0	0	0	0	0	29	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	124	104	98	80	86	0	0	0	0	0	0	0	0	492
Attendance below 90 percent	40	33	23	14	22	0	0	0	0	0	0	0	0	132
One or more suspensions	1	2	2	0	0	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	8	5	1	4	0	0	0	0	0	0	0	0	18
Course failure in Math	0	2	2	3	1	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	8	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	4	0	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	2	8	0	0	0	0	0	0	0	0	10

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	4	3	8	0	0	0	0	0	0	0	0	20

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	26	26	10	4	0	0	0	0	0	0	0	0	0	66
Students retained two or more times	0	6	9	6	8	0	0	0	0	0	0	0	0	29

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	81%	72%	56%				75%	63%	57%
ELA Learning Gains	69%						66%	58%	58%
ELA Lowest 25th Percentile	57%						71%	49%	53%
Math Achievement	90%	45%	50%				88%	66%	63%
Math Learning Gains	82%						76%	58%	62%
Math Lowest 25th Percentile	81%						76%	45%	51%
Science Achievement		73%	59%					54%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	58%	13%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	79%	62%	17%	58%	21%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	70%	19%	62%	27%
Cohort Comparison		0%				
04	2022					
	2019	90%	71%	19%	64%	26%
Cohort Comparison		-89%				

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

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	67	73		83	76						
BLK	77	71		77	79						
MUL	64			91							
WHT	85	75	80	93	82	83					
FRL	79	65	43	86	78	79					

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	72			81							
BLK	63			58							
WHT	77			89							
FRL	67			78							
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	49	41		76	56						
BLK	50	47		67	56						
HSP	82			100							
MUL	75			83							
WHT	80	69	82	93	79	83					
FRL	74	67	67	87	74	73					

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	6
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	75
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	76
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The achievement for ELA is 81%, and the achievement for mathematics is 90%.

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

The data component that demonstrates the greatest need is the lowest 25% learning gains in ELA, which are 57%.

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

We need to look closer at our bottom 25% and their needs in ELA. We can identify these students and keep them at the forefront during all curriculum and small group planning.

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

Proficiency in mathematics went up the most.

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

Teachers were very diligent with common planning to make sure that all of the needs of our students were met. Students with RTI math goals were given tier 2 or tier 3 interventions based on their needs.

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

Data will be monitored by the school leadership team using the RTI and EWS process. Progress monitoring data will be analyzed and decisions made for instruction after each progress monitoring assessment.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will have monthly data meetings where the administration, guidance, and RTI specialist meet with each grade group to talk about any students that might need additional help. Our teachers will plan together, as well as have time to do vertical planning during planning days within the school year.

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

We will continue to give our tier 2 and tier 3 remediation based on the students' needs. We have a reading endorsed teacher who will administer tier 3 remediation, and our third and fourth grade teachers will continue to implement the walk to read program.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 Achievement was 81%, Learning Gains were 69% and Low 25% Learning Gains were 57%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve.

2023 Learning Gains will be 70% and Low 25% Learning Gains will be 58%

This should be a data based, objective outcome.

Monitoring:

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

Data will be monitored by the school leadership team using the RTI and EWS process. Progress monitoring data will be analyzed and decisions made for instruction after each progress monitoring assessment.

Person responsible for monitoring outcome:

Melynda Howell (melynda.howell@jcsb.org)

Evidence-based Strategy:

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

1. Differentiated instruction
2. Additional staff (class-size and federally funded)
3. Supplemental curriculum

Rationale for Evidence-based Strategy:

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

1. Differentiated instruction is proven effective in supporting Tier 3 and SWD improve overall growth as part of the MTSS process.
2. Additional staff is needed to ensure Tier 2 interventions meet the teacher to student ratio.
3. Supplemental curriculum is used in preparation for statewide assessments.

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.

Provide Tiered instructional services to students. Tier 2 in class. Tier 3 with Reading Endorsed teacher. Small group and one-to-one instruction.

Person Responsible

Jeannie Downum (jeannie.downum@jcsb.org)

Implement supplemental curriculums- Open Court K-2, i-Ready, STAR, Lexia. These supports are embedded during the reading block and offered for additional supports during remediation time.

Person Responsible

Melynda Howell (melynda.howell@jcsb.org)

Utilize federally funded paraprofessionals to support implementation of instructional strategies. Utilize RTI position for support of the process.

Person Responsible

Melynda Howell (melynda.howell@jcsb.org)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 Achievement was 90%, Learning Gains were 82% and Low 25% Learning Gains were 81%

Measurable Outcome:

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

2023 Learning Gains will remain 82% and Low 25% Learning Gains will remain 81%

Monitoring:

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

Data will be monitored by the school leadership team using the RTI and EWS process. Progress monitoring data will be analyzed and decisions made for instruction after each progress monitoring assessment.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

1. Differentiated Instruction
2. Additional staff (class-size and federally funded)
3. Supplemental Curriculum (digital and print)

Rationale for Evidence-based Strategy:

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

1. Differentiated instruction is proven effective in supporting Tier 3 and SWD improve overall growth as part of the MTSS process.
2. Additional staff is needed to ensure Tier 2 interventions meet the teacher to student ratio.
3. Supplemental curriculum is used in preparation for statewide assessments.

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.

Provide Tiered instructional services to students. Tier 2 in class. Tier 3 with teacher during remediation time. Small group and one-to-one instruction.

Person Responsible

Jeannie Downum (jeannie.downum@jcsb.org)

Implement supplemental curriculums- Coachbooks and i-Ready. These supports are embedded during the reading block and offered for additional supports during remediation time.

Person Responsible

Melynda Howell (melynda.howell@jcsb.org)

Utilize federally funded paraprofessionals and RTI specialist for math interventions and classroom support. Assists with implementation of i-Ready.

Person Responsible

Melynda Howell (melynda.howell@jcsb.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description****and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Sneads Elementary School is a Title I, Part A Schoolwide Program. Improving student achievement is the rationale for serving all students to improve the overall performance of the entire school.

Measurable Outcome:

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

Improve performance in all graded areas for all subgroups measured on the state accountability system for 2023 in alignment with the Areas of Focus stated within this Schoolwide Improvement Plan.

Monitoring:

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

The Principal, School Improvement Chair, School Leadership Team, School Advisory Council and the Director of Federal Programs will monitor implementation of the program and measure its effectiveness through progress monitoring data through FAST and District assessments.

Person responsible for monitoring outcome:

Melynda Howell (melynda.howell@jcsb.org)

Evidence-based Strategy:

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

Strategies for improvement are identified in the other Areas of Focus within the School Improvement Plan and in the action steps below for the major activities of federally funded education programs.

Rationale for Evidence-based Strategy:

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

The rationale for all strategies chosen are to improve student achievement. More detail is provided for each strategy in the Area of Focus above.

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.

CNA and SWP Development- The Principal and Director of Federal Programs conduct a comprehensive needs assessment interview during the Spring prior to the current school year to gauge the needs of the school based on current available data. This document is provided to the SIP Chair that provides it to the School Advisory Council to review in May. This serves as a draft form of the Schoolwide Program Plan. This document is then used to develop the Schoolwide Improvement Plan in [floridacims.org](https://www.floridacims.org) using the State Template.

Person Responsible

Melynda Howell (melynda.howell@jcsb.org)

Extended Learning Opportunities: the District provides access to extended learning opportunities through Title V, ESSER II, and ARP funds. After-school tutoring and summer school programs are available to all students

Person Responsible

Melynda Howell (melynda.howell@jcsb.org)

Enriched and Accelerated Curriculum- Schools utilize their core curriculum content, supplemental curriculums, and computer assisted instructional models to develop an enriched curriculum that is rigorous

and relevant to the needs of the student to improve academic achievement. These programs are blended with state, local, and federal funds.

Person Responsible Melynda Howell (melynda.howell@jcsb.org)

Transition Services- PreK students tour kindergarten classes at Sneads Elementary and observe the kindergarten classes at that particular time. PreK parents are invited to meet with one of the kindergarten teachers where information about the upcoming school year is discussed and parents are given an opportunity to ask questions. Letters were sent home to the PreK parents inviting them to meet with the kindergarten teacher to discuss transition process.

Grand Ridge School invites Sneads Elementary 4th grade students to tour Grand Ridge School for 5th grade transition. Grand Ridge School administration and guidance meets with 4th grade in an assembly format in the Grand Ridge School Gym. They are given information about the school and 5th grade as well, as opportunities for 5th grade. The students tour the Library, Gym, 5th grade classrooms and 5th grade lunch in the cafeteria.

Person Responsible Melynda Howell (melynda.howell@jcsb.org)

Professional Learning- utilization of Title I, Part A, Title II, Part A, ARP funding sources and general fund sources to provide professional learning on standards, utilization of purchased computer assisted instructional models, ESOL endorsements, Reading endorsements, and instructional practices.

Person Responsible Melynda Howell (melynda.howell@jcsb.org)

Title I, Part C- The Panhandle Area Educational Consortium (PAEC) Migrant Education Program has staff members that work as links between the district and the migrant families to identify and document the migrant eligibility of migrant youth, provide the data to the district data personnel and help to ensure that eligible migrant youth receive supplemental services that they may need beyond what the district can provide. In cases where students are no longer migrant-eligible, they may be able to receive continuation of services if they were enrolled in at least the 9th grade at the time their migrant eligibility expired.

Person Responsible Melynda Howell (melynda.howell@jcsb.org)

Title II, Part A- provides 3-year VAM bonus for highly effective teachers, Beginning Teacher Program Support, professional learning support for teachers earning their Reading and/or ESOL Endorsements.

Person Responsible Melynda Howell (melynda.howell@jcsb.org)

Homeless Education support the unique needs of students experiencing homelessness with resources for educational needs, emergency housing, mental health supports, and attendance supports. Funds support the homeless liaison. Title IX, Homeless ARP funds, and donated funds support these activities.

Person Responsible Melynda Howell (melynda.howell@jcsb.org)

IDEA- The District utilizes funds for support staff to assist schools with process and procedures and additional staff to support ESE students.

Person Responsible Melynda Howell (melynda.howell@jcsb.org)

Food Service- Community Eligibility Provision for 100% free breakfast and lunch. Participation in snack program.

Person Responsible Melynda Howell (melynda.howell@jcsb.org)

State and Local Resources- The District allocates funds from state and local resources on a comparable basis utilizing per pupil calculations. Staffing is conducted using a formula utilized through Cognia Accreditation for equality and comparable staffing across the school types.

Person Responsible Melynda Howell (melynda.howell@jcsb.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

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 School. Parent conferences, the annual Title I 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 4th grade graduation, Thanksgiving Feast, Muffins with Mom, Donuts with Dad, Kindergarten Pow Wow, and Gingerbread Houses in Kindergarten. A positive and safe school culture is always at the forefront of the choices made for our school. We welcome all stakeholders to be involved in all of our school functions, as well as our day to day activities when possible. Our goal is to always have a great rapport with all of our stakeholders, as they are a vital part of our school culture.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Our stakeholders are invested in the welfare and success of our school and students. They include administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. The stakeholders play an important role in helping to manage our school. They are the partners of the school leaders in making our school conducive to teaching and learning. They are also responsible for the achievement of the learning outcomes through their active participation in school activities, programs and projects.