2013-2014 SCHOOL IMPROVEMENT PLAN

Sneads Elementary School

1961 LOCKEY DR
Sneads, FL 32460
850-482-9003
http://ses.jcsb.org

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	65%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	24%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Sneads Elementary School

Principal
Carolyn Pilcher

School Advisory Council chair
Edna Reed

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Carolyn Pilcher	Instructional Leader/ Resource Allocation, Content Specialist, Staff Liasion
Cindy Applewhite	RTI Team Member, Content Specialist, Record Keeperr
Becky Dewitt	Data Mentor
Edna Reed	Content Specialist
Anna Martin	Content Specialist
Kerrianne Edwards	Content Specialist
Brandi Baxley	Content Specialist
Debby Thompson	Content Specialist
Leann Arnold	ESE Teacher as needed
Kirsten Alday	Speech/Language Pathologist as needed
PBS District Specialist	Behavior Specialist as needed

District-Level Information

District
Jackson

Superintendent
Mr. Steve R Benton, Sr

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The council will work together to implement changes to the School Improvement Plan for the year 2013-2014. As a group, the council will also collaborate on ways to increase student achievement and to increase parental involvement at our school.

Activities of the SAC for the upcoming school year

Sneads Elementary School Advisory Council will be meeting 4 times throughout the school year. The committee will monitor school progress toward SIP plan goals, evaluate our Parent/Student/Teacher Contract, and give input and direction to changes in our Parental Involvement Policy.

Projected use of school improvement funds, including the amount allocated to each project

Sneads Elementary School is not allocated any school improvement funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Carolyn Pilcher		
Principal	Years as Administrator: 3	Years at Current School: 19

Credentials	Master's Degree in Educational Leadership Bachelor's Degree in Elementary Education/Educational Leadership K-12 Elementary Education 1-6 ESOL
Performance Record	2012-13: School Grade A, 80% Reading Proficiency, 73% Reading Learning Gains, 82% Lowest 25% Reading Learning Gains, 86% Math Proficiency, 67% Math Learning Gains, 67% Lowest 25% Math Learning Gains,91% Science Proficiency, 85% Writing Proficiency 2011-12: School Grade A, 74% Reading Proficiency, 61% Reading Learning Gains, 70% Lowest 25% Reading Learning Gains, 85% Math Proficiency, 65% Math Learning Gains, 75% Lowest 25% Math Learning Gains, 60% Science Proficiency, 93% Writing Proficiency 2010-11: School Grade A, Met AYP, 90% Reading Proficiency, 66% Reading Learning Gains, 72% Lowest 25% Reading Learning Gains, 93% Math Proficiency, 65% Math Learning Gains, 61% Lowest 25% Math Learning Gains, 61% Science Proficiency, 93% Writing Proficiency

Melynda Howell		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Master's Degree in Psychology & Counseling Master's Degree in Public Administration and Policy Bachelor's Degree in Secondary Social Science Education Certification in Educational Leadership K-12 Certification in Social Science Education 6-12
Performance Record	2012-2013—School Grade: Pending Percent Proficient: Reading--53%;Reading: LG--53% BQ LG--57% White--57%; Black--37%, ED--47%; SWD--31% Algebra EOC--75%; Bio EOC--80%; Geo EOC: 66% 2011-2012—School Grade: B Percent Proficient: Reading--57%; Reading LG--56%, BQ LG--25% White--60%; Black--47% Algebra EOC--37%; Bio EOC--35%; Geo EOC--21% 2010-2011—School Grade: A Percent Proficient: Reading--44%; Reading LG--49%, BQ LG--42% White--44%; Black--19%

Classroom Teachers

# of classroom teachers
32

 # receiving effective rating or higher
32, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
32, 100%

 # ESOL endorsed
18, 56%

 # reading endorsed
14, 44%

 # with advanced degrees
15, 47%

 # National Board Certified
0, 0%

 # first-year teachers
2, 6%

 # with 1-5 years of experience
7, 22%

 # with 6-14 years of experience
14, 44%

 # with 15 or more years of experience
11, 34%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
7

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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. Carolyn Pilcher, our principal, ensures that our school recruits and retains highly qualified, certified-in-field, effective teachers.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 two beginning teachers for the 2013-14 school year. Both of our beginning teachers are paired with high performing, experienced colleagues in their 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Specific SST Roles/functions (one person may sure more than one role)
• Instruction Leader – (Administrator) - Ensures fidelity of the process, sets
regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered

• Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained,
and sets dates/times for follow-up meetings
• Data Mentor – 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 SST 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

• Lesson Plans
• District-wide Intervention Documentation Worksheets—documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions
• Review of on-going Progress Monitoring Results
• Walkthroughs
• Analyze/review student performance data in Grade Groups

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core (T1 *monitored 3x yr) Data Sources: *ThinkLink (reading, math, science) Stanford 10 (reading, math, science), FCAT (reading, math, science, writing- as applicable) *Jackson County Writes, *Office Discipline Referrals
Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS
Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly) Data Sources: ThinkLink probes (reading, math, science), FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading),
i-ready Math (K-2), Think Through Math (3-12), Office Discipline Referrals
Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Staff Liaison on the SST will continue to collaborate with grade groups on the MTSS process and new teachers will receive training as needed. Parents are encouraged through parent/teacher conferences, phone calls and written invitations to actively participate in the MTSS process for his/her child. The district wide MTSS coordinator will continue to provide district wide trainings, onsite trainings and consultation as needed throughout the school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

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 FCAT scores and formative assessments. Teachers record this information on a county provided document.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Previous year's FCAT 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.

Who is responsible for monitoring implementation of this strategy?

Carolyn Pilcher, principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Amy Glass	Kindergarten Teacher
Sharon Pevy	First Grade Teacher
Lindy Carpenter	Second Grade Teacher
Brandis Perkins	Third Grade Teacher
Debby Thompson	Fourth Grade Teacher

Name	Title
Tammy Morris	Fifth Grade Teacher
Carolyn Pilcher	Principal
Melynda Howell	Assistant Principal
Nick Brown	Resource Teacher
Tammy Bragg	Resource Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly in the school's conference room from 7:00 - 7:40 a.m. The team analyzes the school's reading data, looks for trends or trouble spots in the data, discusses problems or concerns in regards to reading instruction, and makes recommendations for school-wide book studies and other collegial/collaborative reading activities. The team also develops strategies and gathers resources to help our school meet the school improvement plan goals in reading.

Major initiatives of the LLT

Initiatives will include discussing on-going strategies and activities to be implemented during the 13-14 school year to meet reading goals as outlined in the 2013-14 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 proficiency of our students with disabilities.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	80%	Yes	82%
American Indian				
Asian				
Black/African American	64%	66%	Yes	68%
Hispanic				
White	83%	83%	Yes	85%
English language learners				
Students with disabilities	66%	59%	No	69%
Economically disadvantaged	74%	74%	Yes	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	32%	33%
Students scoring at or above Achievement Level 4	130	47%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	119	73%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	28	82%	83%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	69	85%	86%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	86%	No	89%
American Indian				
Asian				
Black/African American	73%	68%	No	76%
Hispanic				
White	90%	89%	No	91%
English language learners				
Students with disabilities	75%	74%	No	78%
Economically disadvantaged	84%	80%	No	86%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	28%	29%
Students scoring at or above Achievement Level 4	159	58%	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	111	67%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		68%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	31%	32%
Students scoring at or above Achievement Level 4	60	60%	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	33	6%	5%
Students who are not proficient in reading by third grade	20	21%	18%
Students who receive two or more behavior referrals	9	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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, Winter Wonderland, Thanksgiving Feast, Read with Santa, and Writing With Your Child.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
At least 77% of students will have one parent attend one function/school event throughout the school year.	374	74%	80%

Goals Summary

G1. Students with disabilities will meet the Reading FCAT Safe Harbor Provision proficiency percentage of 63%.

G2. Math proficiency will meet the Math FCAT Safe Harbor Provision proficiency percentage of 88%.

Goals Detail

G1. Students with disabilities will meet the Reading FCAT Safe Harbor Provision proficiency percentage of 63%.

Targets Supported

Resources Available to Support the Goal
- WonderWorks Reading Program for students who are behind two or more grade levels Progress Monitoring and Placement resources provided by the McGraw-Hill Wonders Reading program District Reading Coach resources provided Before and after school increased instructional time

Targeted Barriers to Achieving the Goal
- Additional support at home, Communication between home and school, Sustained student motivation and persistence through frustrations

Plan to Monitor Progress Toward the Goal

Analysis of the progress toward the goal for reading will be done ats SAC meeting, Literacy Team meetings, and Leadership team meetings.

Person or Persons Responsible
Principal, Assistant Principal, Leadership team members, SAC members, and Literacy team members.

Target Dates or Schedule:
January 2013 (mid year analysis of ThinkLink progress) and April 2013 (final assessment analysis of ThinkLink progress)

Evidence of Completion:
Student growth as evidenced by progress monitoring tools

G2. Math proficiency will meet the Math FCAT Safe Harbor Provision proficiency percentage of 88%.

Targets Supported

Resources Available to Support the Goal
- GO Math resources and materials, Common Core resources, Think Through Math, resources provided by math consultant Linda Walker, Vertical Alignment process

Targeted Barriers to Achieving the Goal
- Parental knowledge of curriculum skills and assistance at home, Access to computer based learning, Lack of pre-requisite skills for current grade level

Plan to Monitor Progress Toward the Goal

Analysis of the progress toward the goal for mathematics will be done ats SAC meeting, Literacy Team meetings, and Leadership team meetings.

Person or Persons Responsible
Principal, Assistant Principal, Leadership team members, SAC members, and Literacy team members

Target Dates or Schedule:
ThinkLink assessment are taken three times per year, weekly classroom skill and fluency assessments

Evidence of Completion:
Summative assessment such as FCAT

Action Plan for Improvement

Problem Solving Key

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

G1. Students with disabilities will meet the Reading FCAT Safe Harbor Provision proficiency percentage of 63%.

G1.B1 Additional support at home, Communication between home and school, Sustained student motivation and persistence through frustrations

G1.B1.S1 Increased communication between home and school via student planners, Remind101 capabilities, and Edmodo classroom sites.

Action Step 1

Communication via planners, Remind 101, and other media such as Edmodo

Person or Persons Responsible

Teachers and Parents

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence of communication through these methods

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

Communication

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

As evidenced in grade group meetings with Principal and Assistant Principal

Plan to Monitor Effectiveness of G1.B1.S1

Communication

Person or Persons Responsible

Teachers, Parents

Target Dates or Schedule

Weekly

Evidence of Completion

Parental input on effectiveness

G1.B1.S2 Increase in parental support through strategic conferences with parents and supplemental materials provided to the parent.

Action Step 1

Three to five parent conferences throughout the school year during which student progress will be evaluated and additional skill practice will be available to the parent.

Person or Persons Responsible

Classroom teacher, ESE teacher, parents

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Progress Monitoring Tools which provide evidence of student growth throughout the school year such as ThinkLink, STAR tests, and FAIR. Classroom reading grades will also be evidence of growth in reading content subject areas.

Facilitator:

VIcki Taylor, Reading Resource Coach Assistance in developing resources for parent use.

Participants:

All teachers of the targeted students

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Conferences

Person or Persons Responsible

These will be monitored by guidance counselor and administration

Target Dates or Schedule

Throughout school year (such as initial conference, midyear, pre-FCAT conference, and end of year)

Evidence of Completion

Documentation in student cumulative file

Plan to Monitor Effectiveness of G1.B1.S2

Conferences

Person or Persons Responsible

All involved teachers, guidance counselor, and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of conferences

G1.B1.S3 Teacher and Parent collaboration on goal setting with students and incentives to reaching those goals.

Action Step 1

Meetings with Leadership team to develop concrete list of action steps to implement each of the strategies.

Person or Persons Responsible

Principal, Assistant Principal, Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Documented minutes of the meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Goal Setting

Person or Persons Responsible

Parent and Teacher

Target Dates or Schedule

Three times minimum per year

Evidence of Completion

Documentation of student growth and if on target to reach goal

Plan to Monitor Effectiveness of G1.B1.S3

Goal Setting

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Documentation of student progress toward their individualized goal

G2. Math proficiency will meet the Math FCAT Safe Harbor Provision proficiency percentage of 88%.

G2.B1 Parental knowledge of curriculum skills and assistance at home, Access to computer based learning, Lack of pre-requisite skills for current grade level

G2.B1.S1 Math Camp for parents

Action Step 1

Teachers will provide after school parent math "camps" if needed per semester

Person or Persons Responsible

Classroom math teachers

Target Dates or Schedule

One hour after school per semester

Evidence of Completion

Documentation of notice to parent and sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Math Camps

Person or Persons Responsible

Principal

Target Dates or Schedule

Two per year

Evidence of Completion

Documentation of announcement to parent and sign in sheet

Plan to Monitor Effectiveness of G2.B1.S1

Math Camp

Person or Persons Responsible

Teacher and Principal

Target Dates or Schedule

Twice per year

Evidence of Completion

Parental feedback

G2.B1.S2 Increased communication of computer based learning web sites and tools

Action Step 1

Computer based learning

Person or Persons Responsible

Parent and student

Target Dates or Schedule

Before school and after school

Evidence of Completion

Parents will be given list of web sites and username and sign in information for math computer assisted learning. Computer labs at school are open before and after school.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Computer assisted learning

Person or Persons Responsible

Principal

Target Dates or Schedule

Mid year and End of year

Evidence of Completion

Students use of applications

Plan to Monitor Effectiveness of G2.B1.S2

Computer assisted learning in Mathematics

Person or Persons Responsible

Teachers, Principal

Target Dates or Schedule

Throughout school year

Evidence of Completion

Students acheivement of skills in mathematics and proficiency on chapter and unit tests

G2.B1.S3 Determine areas of weakness for each child at their grade level and develop a plan to remediate the student on those skills

Action Step 1

Math subject area weaknesses need to be identified through a vertical alignment process

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Beginning of year and at beginning of each chapter in mathematics

Evidence of Completion

Student portfolios

Facilitator:

Think Though Math trainer from Think Throuh Math. The trainer will teach our instructors how to effectively use the Think Through Math program to target student weaknesses and remediate on those weaknesses.

Participants:

Math curriculum teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Remediation of student areas of weaknesses in mathematics

Person or Persons Responsible

Classroom teachers and principal

Target Dates or Schedule

Monthly

Evidence of Completion

Progress monitoring data

Plan to Monitor Effectiveness of G2.B1.S3

Students should show growth in areas of weaknesses in mathematics

Person or Persons Responsible

Teachers and Principal

Target Dates or Schedule

Mid year and End of year

Evidence of Completion

Progress monitoring data and student portfolios

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Federal Funds include TItle 1 funds which provide staffing for our school. These funds pay the salary of 1-3 teachers at our school. Our school utitlizes Discovery Education for progress monitoring and this is federally funded also. 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 COACH workbooks to prepare our students for the rigor of FCAT testing. 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. Our school also has the ability to use United Streaming via local dollars to bring educational resources from various sources (video and other media) to our teacher's classrooms.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Students with disabilities will meet the Reading FCAT Safe Harbor Provision proficiency percentage of 63%.

G1.B1 Additional support at home, Communication between home and school, Sustained student motivation and persistence through frustrations

G1.B1.S2 Increase in parental support through strategic conferences with parents and supplemental materials provided to the parent.

PD Opportunity 1

Three to five parent conferences throughout the school year during which student progress will be evaluated and additional skill practice will be available to the parent.

Facilitator

VIcki Taylor, Reading Resource Coach Assistance in developing resources for parent use.

Participants

All teachers of the targeted students

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Progress Monitoring Tools which provide evidence of student growth throughout the school year such as ThinkLink, STAR tests, and FAIR. Classroom reading grades will also be evidence of growth in reading content subject areas.

G2. Math proficiency will meet the Math FCAT Safe Harbor Provision proficiency percentage of 88%.

G2.B1 Parental knowledge of curriculum skills and assistance at home, Access to computer based learning, Lack of pre-requisite skills for current grade level

G2.B1.S3 Determine areas of weakness for each child at their grade level and develop a plan to remediate the student on those skills

PD Opportunity 1

Math subject area weaknesses need to be identified through a vertical alignment process

Facilitator

Think Though Math trainer from Think Throuh Math. The trainer will teach our instructors how to effectively use the Think Through Math program to target student weaknesses and remediate on those weaknesses.

Participants

Math curriculum teachers

Target Dates or Schedule

Beginning of year and at beginning of each chapter in mathematics

Evidence of Completion

Student portfolios

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Textbook dollars	$0	$0
Total	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Students with disabilities will meet the Reading FCAT Safe Harbor Provision proficiency percentage of 63%.

G1.B1 Additional support at home, Communication between home and school, Sustained student motivation and persistence through frustrations

G1.B1.S2 Increase in parental support through strategic conferences with parents and supplemental materials provided to the parent.

Action Step 1

Three to five parent conferences throughout the school year during which student progress will be evaluated and additional skill practice will be available to the parent.

Resource Type

Evidence-Based Program

Resource

Wonders Reading Curriculum

Funding Source

Textbook dollars

Amount Needed

G2. Math proficiency will meet the Math FCAT Safe Harbor Provision proficiency percentage of 88%.

G2.B1 Parental knowledge of curriculum skills and assistance at home, Access to computer based learning, Lack of pre-requisite skills for current grade level

G2.B1.S3 Determine areas of weakness for each child at their grade level and develop a plan to remediate the student on those skills

Action Step 1

Math subject area weaknesses need to be identified through a vertical alignment process

Resource Type

Evidence-Based Program

Resource

GO Math Curriculum

Funding Source

Textbook dollars

Amount Needed