

# Sneads Elementary School



2014-15 School Improvement Plan

## Sneads Elementary School

1961 LOCKEY DR, Sneads, FL 32460

<http://ses.jcsb.org>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

65%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

24%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

A

A

A

### School Board Approval

This plan was approved by the Jackson County School Board on 10/21/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

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

Several of our teachers at Sneads Elementary have attended the two week long Kagan Institute training. At this training teachers learn how to implement classbuilding and teambuilding structures in their classroom. The structures are activities that 100% of the students participate in and they share their interests and ideas with other classmates. They look for commonalities as a four person group team and find common interests that they share with other students in the class as a whole . These structures help build a sense of family and oneness in the classroom and help students identify with each other. Our school also strictly adheres to the anti-bullying policy adopted by the Jackson County School Board. In addition, our school operates on a Positive Behavior System that recognizes and rewards students for their positive actions and words towards others. Another powerful tool some of our teachers use to learn about students' cultures and to build relationships between teachers and students is what is called a "Morning Meeting". This process takes about 10 minutes of class time. For five minutes the teacher reviews previous learned topics and shares with students what they will learn that day and also reviews behavior procedures and then for five minutes students share things from their life with the class. It works out extremely well! It allows for teachers to have insight into students lives outside of the classroom which in turn TRULY makes the students' feel cared about (and heard from) as an individual. Our teachers work hard to ensure that students feel loved and cared for and accepted.

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

At Sneads Elementary, our administrators ensure that duty personnel are on posts throughout the school during the early morning hours when students are at school before school starts. They make sure students know where to go and are there to assist students with questions and needs. Our front office is always available with loving and supportive staff members who keep the atmosphere welcoming so that students feel able to walk in and receive assistance for their needs. Our school is currently working on a plan to have our computer labs open in the morning so that students who want to take A.R. tests before school starts can come in or if they would like a quiet place to read, they could do that as well. All of our students also have the opportunity to take advantage of a free breakfast in the morning where they can start the day nourished and energized. Our school is also



going to utilize more school volunteers this year so that our library can remain open all throughout the day. We feel that if we make our students feel that resources are available, and they are welcome to access them, that they will feel valued and accommodated as a learner. This in turn, helps them to feel safe and respected as well. Additionally, in the area of safety, our school has installed security cameras throughout the school, has initiated a buddy system between lower grades and upper grades in the cafeteria, and all teachers keep their classroom doors locked during the school day. At Sneads Elementary, we work hard to provide an environment that meets students need for safety and fulfilling students emotional needs as well.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Jackson County School Board is contracted with a program called Counseling and Behavioral Services, Inc. Students can be referred to this program and the student will be provided with ongoing counseling on the school campus. The company provides an intake counselor that meets with the parent and the student and reviews the referral and decides from there if the referral warrants counseling. Based on the student's needs, the counselor will come to the school campus once or twice a week to counsel with the student. Our school guidance counselor is also available to speak with children on an as needed basis. If particular students exhibit behavioral concerns, then an intervention plan is developed and followed by the staff that are implementing the plan. Many positive behavior strategies are used to help each child be successful such as trips to the office to celebrate a great day and morning visits to the office to get a morning pep talk and attention for those who just need that extra attention that they are lacking. Our school has also instituted a "buddy system" between lower and upper grades to create a positive relationship between students of different age levels and to provide good models of expected behavior. In addition, the buddy system provides the opportunity for older students to mentor the younger students in reading and mathematics. Our school counselor also has access to FDLRS PAEC Parent Services Community Resource Guide for Families that lists numerous agencies that are available to help families in need. The Center for Autism at FSU (CARD center) is contracted with our county to service teachers of autistic children and the autistic children as well. The CARE Program for Drug Awareness is also taught to our students through the Physical Education Program under the Health Care umbrella. In addition, our school nurses teach a Physical You program to 5th grade boys and girls to help with body

awareness. 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.

### Early Warning Systems

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

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

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

#### **Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
	5	
Attendance below 90 percent	69	69
One or more suspensions	6	6
Course failure in ELA or Math	29	29
Level 1 on statewide assessment	9	9

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

Indicator	Grade Level	Total
	5	
Students exhibiting two or more indicators	5	5

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

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

### Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/208830>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

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

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Allen, Brenda	Teacher, K-12
Edwards, Kerrianne	Teacher, K-12
Carpenter, Lindy	Teacher, K-12
McIntosh, Amber	Administrative Support
Rogers, Missy	Dean
Applewhite, Cindy	Guidance Counselor
Thompson, Debby	Teacher, K-12
Martin, Anna	Teacher, K-12
Reed, Edna	Teacher, K-12
Hart, Becky	Teacher, K-12
Howell, Melynda	Principal
Edwards, Kristy	Assistant Principal
Pevy, Sharon	Teacher, K-12
Chason, Melanie	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 serve more than one role)

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

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

***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. Our school utilizes 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 Academic Instruction) funds which allow our school to purchase enrichment resources such as Elements of Vocabulary and workbooks to prepare our students for the rigor of Florida State Assessment testing and FCAT 2.0 testing for Fifth Grade Science. Technology money from the state also helps fund our Accelerated Reader program. Local funds include PTO and the 1/2 cent sales tax which helps with technology resources. 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.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Brenda Allen	Teacher
Kerriane Edwards	Teacher
Lindy Carpenter	Teacher
Amber McIntosh	Teacher
Debby Thompson	Teacher
Tammy Morris	Teacher
Heidi Alexander	Parent
Everline Brown	Parent
Molly McDaniel	Business/Community
Paige Ganstine	Parent
Charlene Brown	Parent
Mindy Howell	Principal
Cherie Carpenter	Education Support Employee
Kristy Edwards	Principal
Rachel Hernandez	Business/Community
Kelly Barfoot	Business/Community
Maria Pouncey	Business/Community
Kevin Jackson	Parent
Lawanda Jackson	Parent
Tabitha Sprouse	Education Support Employee
Michelle O'Pry	Parent
Sue Armstrong	Parent
Edna Reed	Teacher

## Duties

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

### *Evaluation of last year's school improvement plan*

Our SAC reviews our SIP and helps track progress toward our goals. Last year, we had hoped to reach 82% proficiency in Reading, however we only met 76% proficiency in reading. Reading learning gains had a goal of 74%, however we only had 61% for reading learning gains. The goal for students in the lowest 25% for reading learning gains was 83%, however we only had 57% gains in this area.

Last year, we had hoped to reach 89% proficiency in Mathematics. We exceeded this goal by making 90% in proficiency for mathematics. We had hoped to have learning gains of 68% for mathematics and we made exceeded this goal and made 72% in math learning gains. The goal for students in lowest 25% for math learning goals was 68%, and we also exceeded this goal and made 82% in this area. We had two goals for our School Improvement Plan for last year, we had set a goal that 63% of students with disabilities would meet proficiency in Reading and that 88% of our students would be proficient in Mathematics. We did not meet 63% proficiency in reading with students with disabilities. We met 56% proficiency in this area. However, if this year's students with disabilities maintain what they scored last year then we will meet the 63% this year. We met the mathematics proficiency



because we increased from 86% proficient to 90% proficient. Our SAC committee analyzes the school data and works together to set new goals for our school and helps to develop strategies and implement plans to reach those goals.

*Development of this school improvement plan*

The council will work together to implement changes to the School Improvement Plan for the year 2014-15. The council will also collaborate on ways to increase student achievement and to increase parental involvement at our school.

*Preparation of the school's annual budget and plan*

N/A

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

Sneads Elementary School is not allocated any school improvement funds.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Howell, Melynda	Principal
Edwards, Kristy	Assistant Principal
Applewhite, Cindy	Guidance Counselor
Edwards, Kerrianne	Teacher, K-12
Carpenter, Lindy	Teacher, K-12
Chason, Melanie	Teacher, K-12
Thompson, Debby	Teacher, K-12
Reed, Edna	Teacher, K-12
Hart, Becky	Teacher, K-12
Pevy, Sharon	Teacher, K-12
Perkins, Brandi	Teacher, K-12
Martin, Anna	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

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.

## Public and Collaborative Teaching

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

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

Our school administration allows for common planning periods for all instructional staff. This common planning period is crucial and is expected. All of our grade groups meet as a whole team once a week at a minimum. Most grade groups connect almost daily to share ideas and comments and to discuss strategies and skills currently being taught. This year there are days included in our academic school year calendar for half day in-services. Our hope is that on these days, we can implement across-grade-group planning to better serve and plan for our students instruction. Our teachers also serve on committees within the county to construct curriculum maps for all subject areas. Some of our teachers have also created group websites on Edmodo where they can keep a continuous stream of sharing going all throughout the school year with teachers in their grade group across the county.

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

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

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

Teacher Mentoring Program/Plan is the assigned responsibilities as outlined in the state approved Jackson County New Teacher program. Our school has two beginning teachers for the 2014-15 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.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Our county administrators and county wide instructional staff evaluate the available programs at time of adoption. Alignment to Florida's standards is the top priority when choosing these materials. The



programs we choose have technology components and print components that provide us with the necessary evidence to ensure they are aligned. Our county resource teachers, reading coach and math consultant, are critical in the advisement of these programs. They use their expertise in the subject area to carefully examine the programs and give invaluable insight into the programs that are chosen. These lead teachers also make sure that materials and resources added to our core program are of high quality and standards based.

### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Our school is going to focus heavily on improving our overall reading proficiency and especially the reading learning gains of all of our students. Last year, we decreased in this area. We are not 100% certain of the cause of the decrease, but we are uniting with a new rigor to meet this goal! One of the things our staff has decided to do is to implement a "Walk to Read" program for all of our fourth and fifth grade students. These are the students who will make up our "learning reading gains" data for the 2014-15 school year. We are bringing on board as many instructional staff and support staff as possible to make this program a success. The students have been given diagnostic tests and other data have been compiled to differentiate their first 30 minutes of reading instruction taught the moment that school begins Monday through Friday. Students have been strategically placed into small groups for those who need intensive intervention and it will be a group that will be taught at their instructional level to bring them up to where they need to be. Students who need to be challenged will be grouped together to take part in project based learning. We have high hopes for this "Walk to Read" program and are excited to see the growth in learning gains that it will bring! In addition to this 30 minute intensive focus time we are also hoping to integrate more project based learning this year into our classroom to motivate and inspire students to excellence.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: Extended School Day**

**Minutes added to school year: 3,240**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Howell, Melynda, melynda.howell@jcsb.org

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

Previous year's 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.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

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

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

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

### College and Career Readiness

***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. This is part of a process our school will be transitioning into as we complete the book study, "An Ethic of Excellence" by Ron Berger. 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.

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

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

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

G041744

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	84.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	75.0

**Resources Available to Support the Goal** 2

- Book "An Ethic of Excellence" and related videos and web sites
- Wonders Reading Curriculum
- Small group instruction pages from Wonders Reading Curriculum
- Reading Coach assistance from Vicki Taylor
- Florida State Assessment Test Item Specifications
- Instruction provided by highly qualified and effective instructional staff
- MobyMax
- Lexia
- After School Instruction
- Online Resources for extended learning and enrichment are provided by each publisher. Websites and passwords for students are sent home to parents.

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G1.** 8

FAIR data  
Think Link Assessments  
Data Notebooks  
Record of students work

**Person Responsible**

Melynda Howell

**Schedule**

Monthly, from 9/22/2014 to 4/30/2015

**Evidence of Completion**

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

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier


**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key


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

 G041744

**G1.B4** Lack of sufficient time to collaborate (cross curricular) and strengthen teaching methods and delivery 2

 B103868

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

 S115003

### Strategy Rationale

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

### Action Step 1 5

Instructional staff will participate in a books study called "An Ethic of Excellence" by Ron Berger. The instructional staff will also extend the book study by using multimedia such as videos and other websites to understand the type of implementation that is necessary to raise our school culture to one of increased excellence. Collaboration and brainstorming of ideas will also take place.

#### Person Responsible

Melynda Howell

#### Schedule

Weekly, from 9/22/2014 to 12/19/2014

#### Evidence of Completion

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

**Action Step 2** 5

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

**Person Responsible**

Melynda Howell

**Schedule**

Quarterly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

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

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

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

**Person Responsible**

Melynda Howell

**Schedule**

On 5/29/2015

***Evidence of Completion***

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



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

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

**Person Responsible**

Melynda Howell

**Schedule**

Weekly, from 9/22/2014 to 12/19/2014

**Evidence of Completion**

Collection of sign in sheets and meeting minutes.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Instructional staff will participate in a books study called "An Ethic of Excellence" by Ron Berger. The instructional staff will also extend the book study by using multimedia such as videos and other websites to understand the type of implementation that is necessary to raise our school culture to one of increased excellence. Collaboration and brainstorming of ideas will also take place.	Howell, Melynda	9/22/2014	The evidence of this action step will consist of sign in sheets for the weekly meetings and meeting minutes. Further evidence will be the types of projects our students work on this school year. Many of the projects will require that the work be seen by a public audience.	12/19/2014 weekly
G1.B4.S1.A2	Instructional Staff will meet with County Wide Reading Coach to ask for and receive high quality resources to further aid in instruction.	Howell, Melynda	9/2/2014	Copies of handouts and resources given to teachers will be stored in a file for further review by the Literacy Leadership Team	5/29/2015 quarterly
G1.MA1	FAIR data Think Link Assessments Data Notebooks Record of students work	Howell, Melynda	9/22/2014	At grade group monthly meetings with administration, teachers will bring their data notebooks. Students who are at risk and students who are not meeting reading gains throughout the year will be addressed. Strategies will be evaluated and redetermined.	4/30/2015 monthly
G1.B4.S1.MA1	Increased time during an instructional school day will be allocated to teacher collaboration. This will help overcome the barrier of lack of time to collaborate.	Howell, Melynda	9/22/2014	Collection of sign in sheets and meeting minutes.	12/19/2014 weekly
G1.B4.S1.MA1	Classroom observations or portfolios of student work reviewed by the principal and assistant principal will provide evidence of the implementation. Also progress monitoring assessments will be reviewed.	Howell, Melynda	1/1/2015	Administration will compile models of the type of student work desired. Progress monitoring assessments will also be used as evidence to prove the effectiveness of the new strategies being used.	5/29/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If our school develops a culture that upholds an ethic of excellence, then we will see a positive effect in student achievement. This ethic of excellence includes pride in student work and development of project based learning goals.	426
<b>Grand Total</b>	<b>426</b>

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

Description	Source	Total
<b>B4.S1.A1</b> - We will purchase enough "Ethics of Excellence" books so that we can take all teachers through the study in two rounds. K-2 teachers will complete the study first. Then, teachers in 3-5 will complete the study. In this way, our school makes the best use of its funds and all teachers complete the book study as well.	General Fund	426
<b>Total Goal 1</b>		<b>426</b>