

Sneads Elementary School

Amy Allen, Principal

Leslie Linton, Administrative TSA



Meet Our Team



Amy Allen
Principal



Leslie Linton
Administrative TSA



Brandi Perkins
Guidance



Amber McIntosh
RTI Specialist



Amy Glass
Kindergarten
Teacher/Building
Union Representative



Kerrienne Edwards
First Grade Teacher



Alyssa Whittington
Fourth Grade ESE
Teacher

Home of the Baby Pirates!

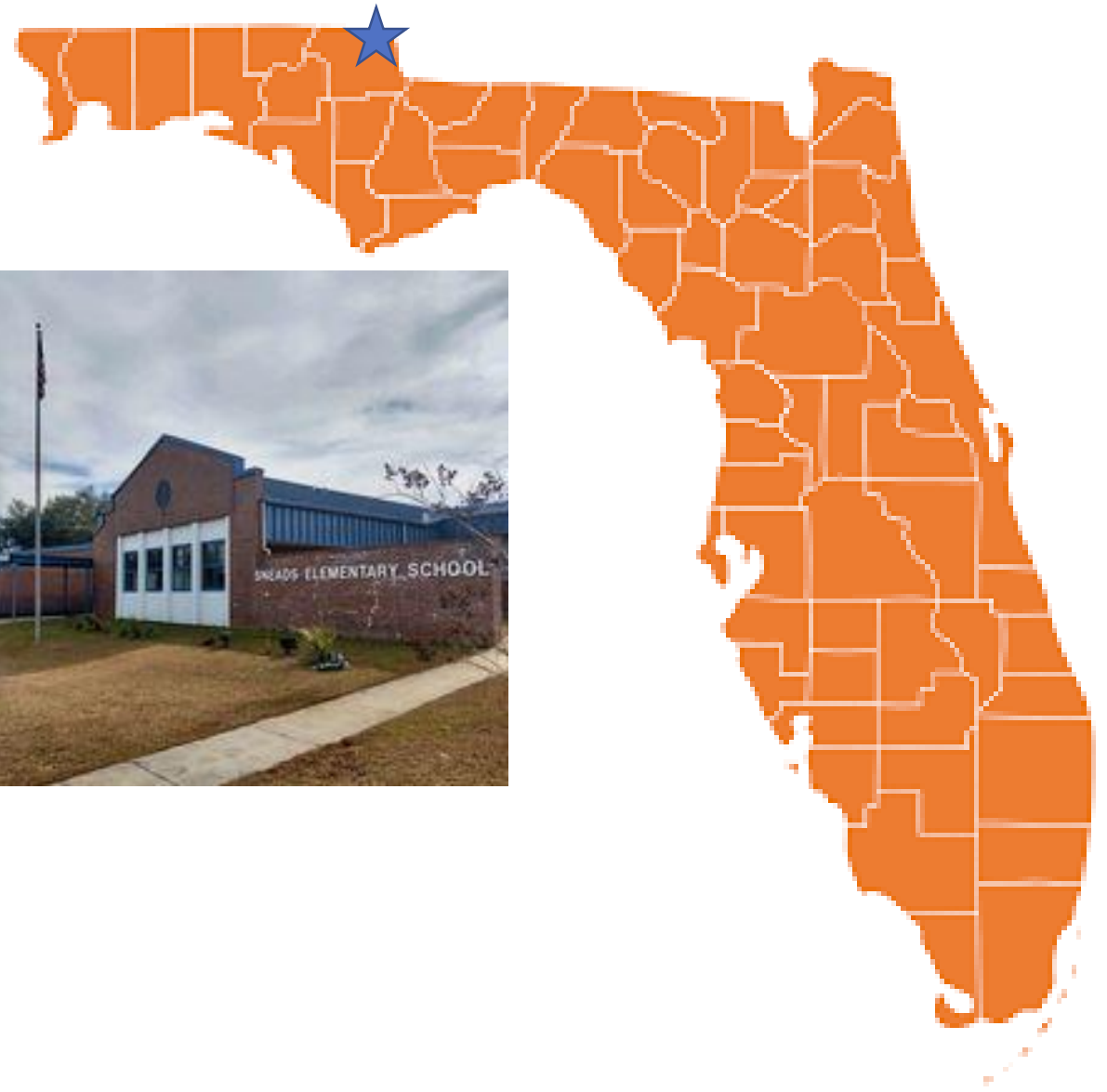


- Student Information:
 - Approximately 615 students in pre-K through fourth grade
 - 47% Female
 - 53% Male
 - 71% White
 - 15% Black
 - 7% Hispanic
 - 7% Multiracial
 - 26% SWD
 - 100% free lunch

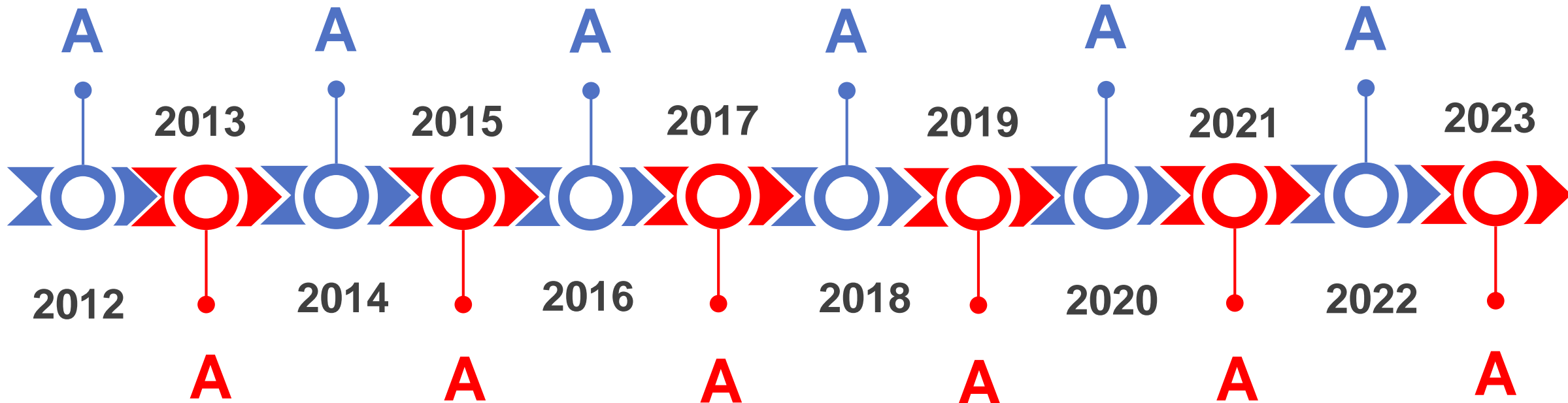
An education is life's greatest treasure



Where We Are



School Grade History



Key Factors to Our Success



Prioritizing Connections

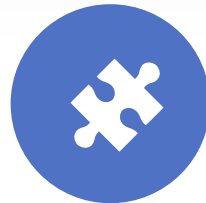
At Sneads Elementary School, all students are known personally to our staff. We intentionally foster trusting, caring, and supportive relationships with them, ensuring no child is left out or left behind. We also develop positive relationships with each other, families, and community stakeholders. “When you’re here, you’re family”!

Common Planning

In alignment with solid connections at SES, our teachers plan instruction together each week. With the older grades, when teachers have to be out, students can easily transition into other classrooms and there becomes a shared accountability across the entire grade for student success.

Open Court Phonics Instruction

We believe so strongly in the power of Open Court phonics to teach students how to read. Even though Open Court has not been approved as a core curriculum in our district, we still utilize it daily as a supplemental phonics program.

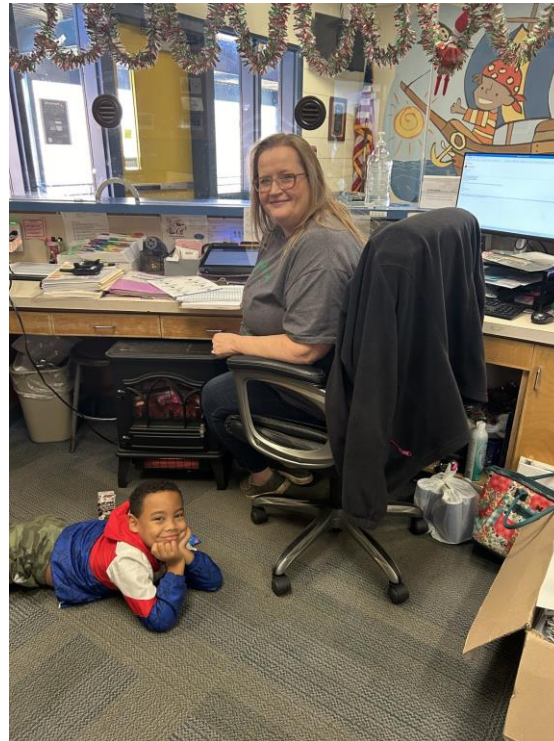


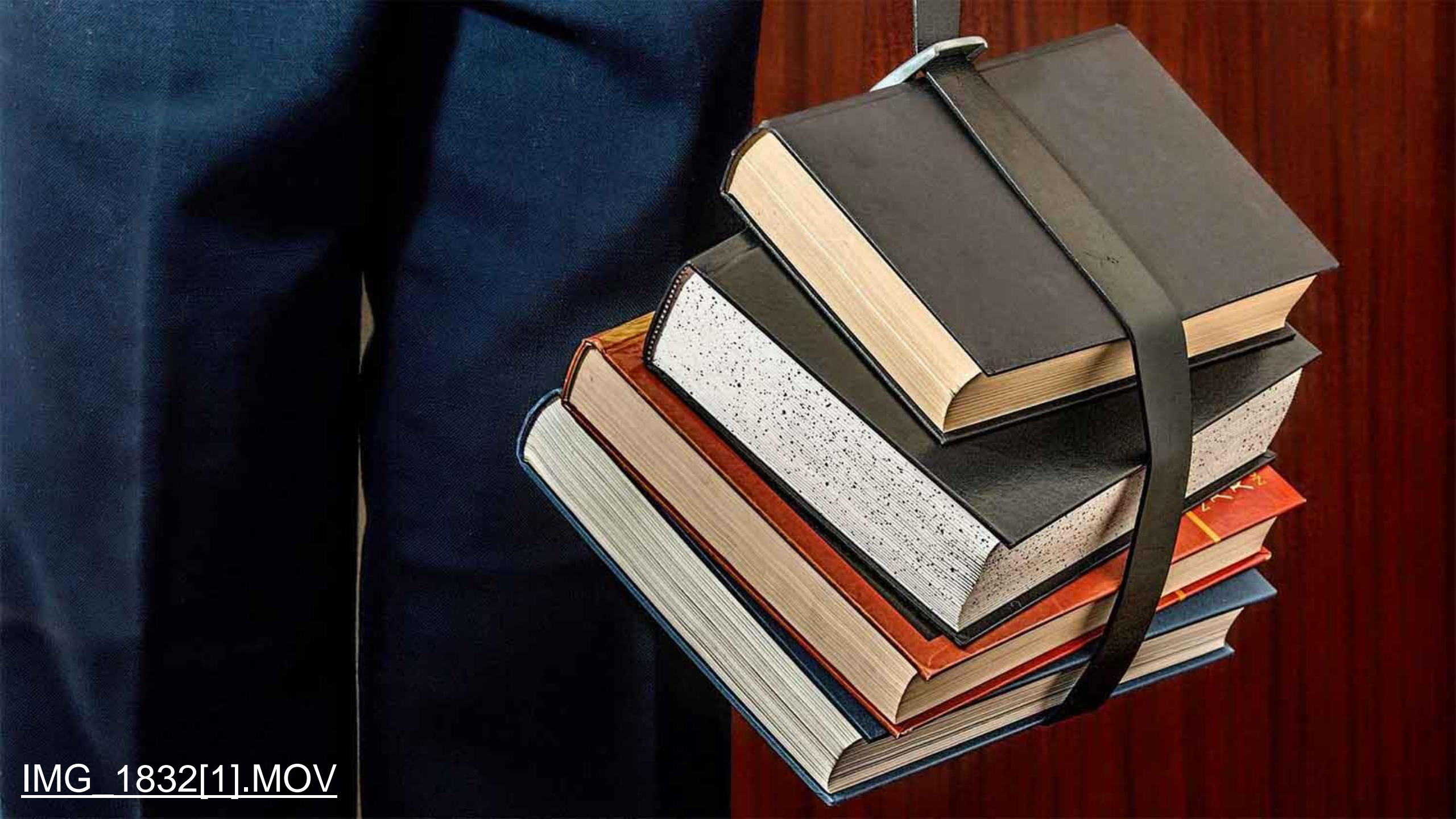
Prioritizing Connections



With Students

- Individual relationships
- Personalizing academic and social needs
- Discussing and tracking student data carefully for early identification
- No student goes without





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Prioritizing Connections



With Staff

- Frequent potlucks
- Pockets of praise
- Sunshine funds
- Heavy involvement from PTO
- Encouragement of teacher collaboration
- Exceptional support from administration
- Family atmosphere





With families and the community

- Business partners
- Community donations
- #SEStakes20
- High school volunteers

A close-up photograph of a person's hand holding a red pencil, writing on a document. The hand is positioned on the left side of the frame, and the pencil is angled towards the right. The background is blurred, showing another person's hand and a document. The overall scene suggests a collaborative planning session.

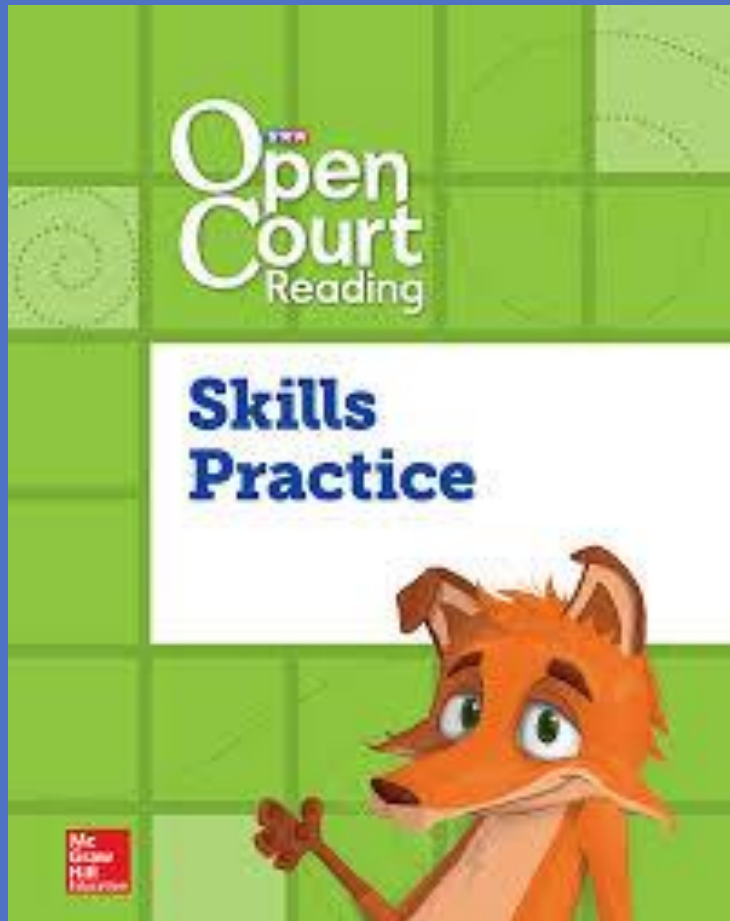
Common Planning

Collaboration

Grade groups meet each week together to plan standards to be covered, discuss supplemental learning activities, formative assessments, and differentiated instruction strategies. Resources are shared among teachers to ensure all are adequately prepared.

Connection

Common planning fosters connections among teachers within their grade, increasing staff morale and allowing for implementation of a buddy system with student discipline.



Open Court Phonics Instruction



Detailed Curriculum

Phonics instruction is presented in a way that flows perfectly and increases by rigor appropriately.



Vertical Alignment

The program begins with re-teaching previous skills before diving deep into new skills and builds steadily from kindergarten through 5th grade.



Professional Development

Open Court professional development consists of a prescribed, methodical way for teachers to implement foundational skills in their classrooms. Training lasted from 3 to 5 days.



Powerful Consistency

Because teachers are all thoroughly trained using the same prescribed methods, students receive solid consistency in foundational skills from kindergarten to 2nd grade.

Vertical Alignment

Foundational Skills						
K	Print and Book Awareness	Letter Recognition	Phonological and Phonemic Awareness	Decoding: Phonics	Fluency	Vocabulary and Language Development
1	Print and Book Awareness	Letter Recognition	Decoding: Phonics and Inflectional Endings		Fluency: Rate and Accuracy	Vocabulary and Language Development
2	Decoding: Phonics / Word Structure		Fluency: Rate, Accuracy and Prosody		Vocabulary and Language Development	
3	Decoding: Phonics / Word Structure		Fluency: Rate, Accuracy and Prosody		Vocabulary and Language Development	

Vertical Alignment, cont.

Kindergarten

- Reading a Pre-Decodable
- Introducing Sounds and Letters
- Sound-by-Sound Blending
- Reading a Decodable
- Word Blending
- Whole-Word Blending
- Blending Sentences

Grade 1

- Introducing Sounds and Spellings
- Sound-by-Sound Blending
- Whole-Word Blending
- Blending Sentences
- Reading a Decodable
- Word Building
- Sounds-in-Sequence Dictation
- Whole-Word Dictation
- Sentence Dictation
- Closed Syllables
- Open Syllables

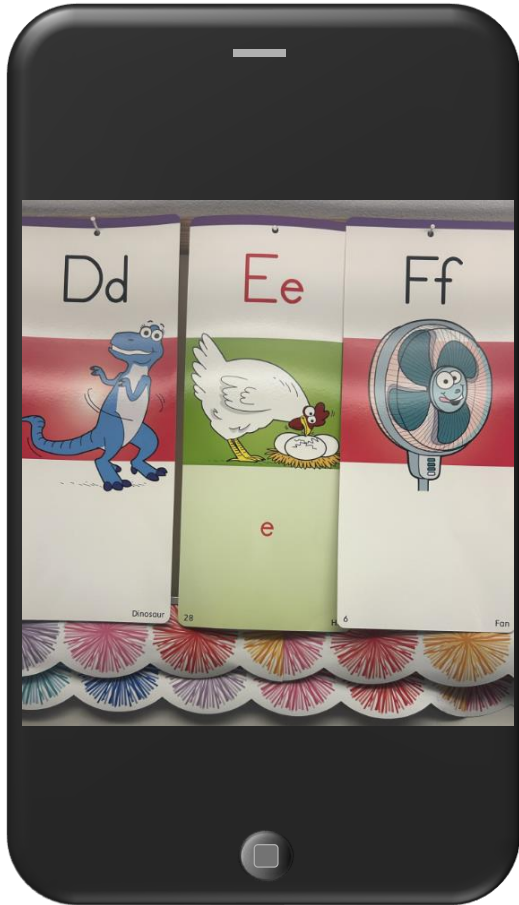
Grade 2 and Grade 3

- Sound-by-Sound Blending
- Whole-Word Blending
- Blending Sentences
- Closed Syllables
- Open Syllables
- Sounds-in-Sequence Dictation
- Whole-Word Dictation
- Sentence Dictation
- Reading a Decodable
- Words with Prefixes and Suffixes

Grade 4 and Grade 5

- Whole-Word Blending
- Closed Syllables
- Open Syllables
- Reading Long Words
- Words with Prefixes and Suffixes

Foundational Skills Sequence



Sound/Spelling cards are introduced individually

All cards are flipped over until background knowledge is activated



Story

Each sound/spelling card has a story for students to learn and practice.



Sound by Sound Blending

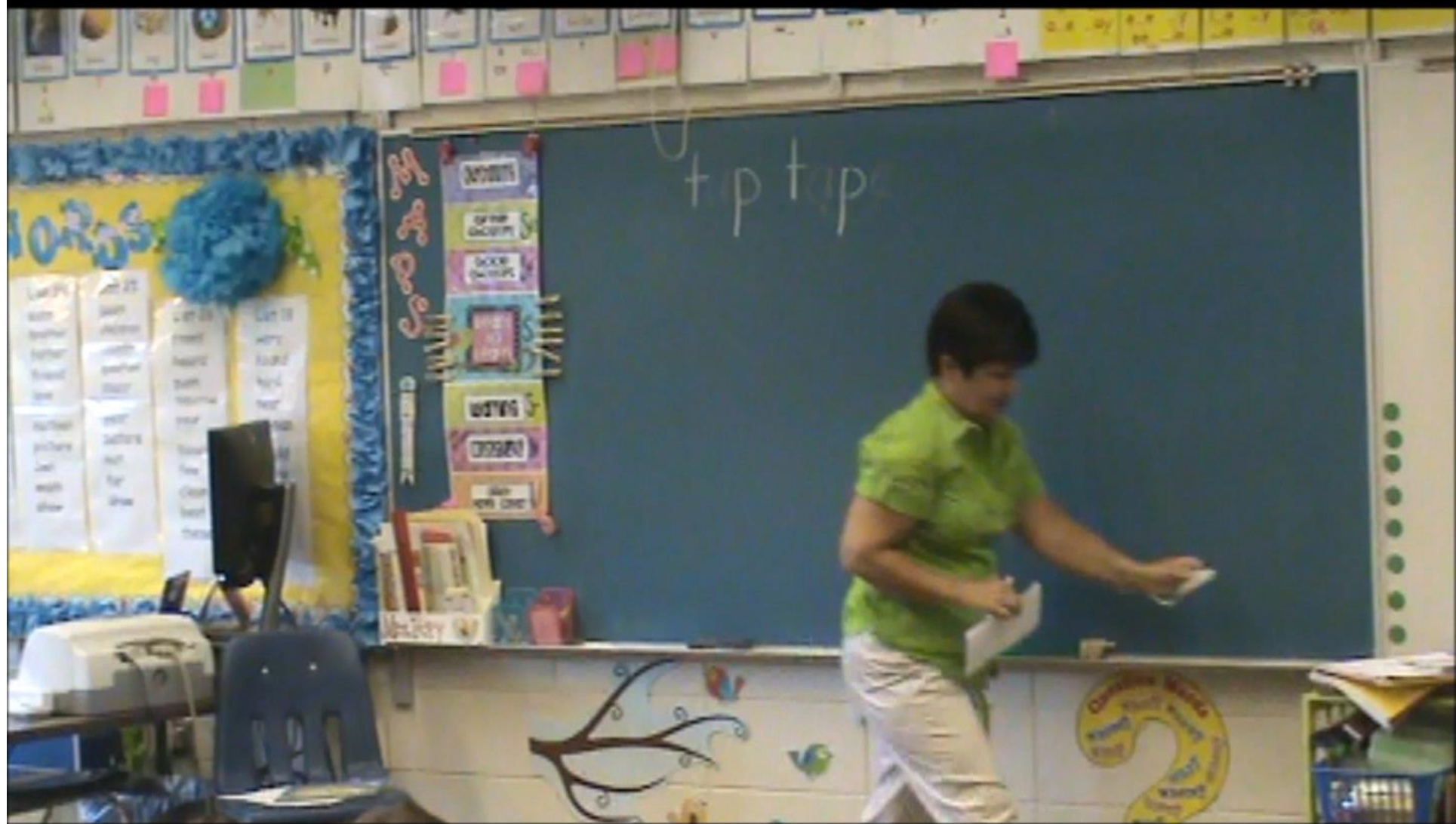
Teachers begin with sound-by-sound blending using hand written word lines and specific cues (sound, sound, blend, sound, blend) so students do not see the words prior to reading them.



Whole Word Blending

Once students demonstrate comfortability with sound-by-sound blending, they will move to whole word blending. As more difficult digraphs and diphthongs are introduced, sound by sound blending will be used at first.





Who What When Where

Skills: Open/Closed Syllables

Open: when syllable ends w/ a vowel -> Long Vowel
grā^āvī^ī er -> t^able

Closed: when syllable ends w/ a consonant -> Short Vowel
er -> nā^ap^akin

1
2
3
X

4
5
6

Sentence:

Tim used _____ on his bike _____

pushed he don't



Questions?



THANK YOU

Sneads Elementary School
~Once a pirate, always a pirate!~