

Jackson County School Board

Sneads High School



2016-17 Schoolwide Improvement Plan

Sneads High School

8066 OLD SPANISH TRL, Sneads, FL 32460

<http://shs.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Jackson County School Board on 11/22/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sneads High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Sneads High School is committed to assisting our students in their voyage in preparation for success as educated, caring and responsible citizens by inspiring and building good character and a passion for lifelong learning.

b. Provide the school's vision statement.

"Academic Excellence Today...Tomorrow...Together"

2. School Environment

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

Through interpersonal interactions throughout the school year, faculty and staff get to know the student population. Faculty and staff work on various levels to build relationships. There are many opportunities on campus by which students and faculty and staff build a rapport. Clubs such as Beta, FFA, FCCLA, DCT, and FCA are all available for students to participate and become a part and gain a sense of belonging. Extra-curricular activities such as volleyball, cheerleading, basketball, track, cross-county, football, baseball, weightlifting, and softball are also available for which students to become active. Yearbook, Pirate News Network, band, chess club, robotics, and Student Council are other avenues at many students participate. There are various competitions, such as mathematics, academic team, language and literature, through which students also participate in throughout the year. Faculty and staff are committed to help each student find some type of activity in which he or she can participate in and build a sense of pride and belonging at Sneads High School.

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

Our school is committed to the safety of our students. We understand the importance of being at our designated duty stations before, during and after school. Every school employee is committed to being active and responsible for the well-being of our students. Students are taught safety procedures and evacuation routes in case of emergency. Our faculty and staff have been trained on emergency protocols such as "active shooter." Students have been taught to report bullying and harassment to any adult at Sneads High School. In turn, the faculty and staff have been trained on their responsibilities when reports are made by students.

c. 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.

Positive student behaviors are encouraged by faculty and staff at Sneads High School. Our Positive Behavior Support (PBS) team creates ways to reward students who are exhibiting positive behaviors- good attendance, not tardies, good grades. Rewards start as simple as recognition on the school morning show and ice cream treats at lunch to a goal of possible off-campus trips at the end of the school year. Additionally, teachers use varying teaching strategies in their classes to encourage and monitor student engagement. Clear expectations are presented to students, and reinforcement of

those expectations are to be used throughout the school year. High expectations are clearly stated to students. Teachers are committed to preserving class time, with minimal distractions, and the administrative staff encourage students to behave and dress appropriately. A consistent district dress code and discipline policy is in place at Sneads High School.

d. 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.

Each student has a homeroom teacher who makes themselves available to their students. The homeroom teacher is responsible for tracking progress and attendance as well as notifying guidance and administration of any possible "red flags." Students also meet with their homeroom teachers to vote on class officers and receive information throughout the year. Homeroom meets once a week for students to receive various forms of communication such as progress reports and report cards. Students work with this teacher on homecoming float and activities and are encouraged to seek help, ask questions or voice concerns. In addition, our principal and assistant principal make themselves accessible to students on a daily basis. An administrator is at lunch every day for students to gain easy access to administration. Our guidance counselor is available to assist students on an as-needed basis. ESE consultation services are also available.

3. Early Warning Systems

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

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

Attendance is checked daily by the attendance clerk. Parents are contacted daily for students who are absent. Student makeup work is collected for students who have a serious illness and will be out for any length of time. Teachers meet in grade groups and in department meetings once a month to discuss discipline issues, student grades and attendance. Guidance assists in scheduling conferences with parents on an as-needed basis. Teachers report students who are habitually tardy to class and/or have other early warning signs.

At the beginning of the year, all teachers identify their level 1 and 2 reading students. After iReady diagnostic testing is done, a list of struggling students is given to all teachers. Progressing monitoring is done in other areas such as mathematics, biology and U.S. History. Struggling students are also identified in these areas and communicated to appropriate teachers.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	15	25	18	64
One or more suspensions	0	0	0	0	0	0	0	0	0	4	1	1	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	29	29	16	74
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	16	11	37	27	91
One or more indicators	0	0	0	0	0	0	0	0	0	14	29	28	26	97
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	14	12	15	9	50

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

Sneads High School has various ways that our students with early warning signs are served.

1. Our attendance clerk, Ms. Ferrell checks attendance daily and makes phone calls to check on students who are absent each day. Students must turn in excused notes within three days of the absence. Teachers make attendance each period, noting tardy students as well. We have an attendance and tardy policy in the student handbook so parents are aware of the policy.
2. Our guidance counselor, Ms. Harvey identifies students who failed their English Language Arts or Mathematics class, and place students in a credit recovery as needed. Students who are not proficient in reading are placed in a remediation class.
3. Administration conferences with parents on a regular basis on discipline issues.
4. Guidance schedules parent conferences as needed.
5. Teachers keep in contact with parents via phone calls and email.
6. ESE department works with regular teachers to ensure identified students receive the necessary accommodations as noted in the student IEP.
7. Administration reviews student progress reports periodically.
8. MTSS is used by all faculty.
9. Monthly data meetings.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Sneads High School will strive to provide optimum opportunities for parental involvement. Open house is a great opportunity for parents and teachers to get acquainted and leave contact information. FOCUS, our online gradebook is available for students and parents to monitor student progress. Three week progress reports and nine-week report cards are given to students. Teachers use various communication methods to keep parents informed of class announcements including the school and district websites, and REMIND, an online announcement system. Teachers use email and phone calls to contact parents as needed. Teachers attend parent conferences as needed. Parents are encouraged to become involved by attending school and district advisory meetings throughout the year. Student handbooks and district parent guide and calendars are given to students at the beginning of the school year. Teachers share their email and telephone extensions on their class syllabus. Some teachers have Facebook pages for their classes also.

2. 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.

The school webpage is kept up to date with announcements, activity calendars, and teachers are encouraged to post their resources on the website. Local newspapers are notified about student accomplishments. In our school lobby, a student success board is updated with latest student awards, accomplishments and achievements. The school's sign is updated with upcoming activities to keep the community updated.

Sneads High School Foundation is very supportive and awards mini-grants to teachers who have classroom needs such as portable white boards and graphing calculators which have been purchased this school year. Surrounding area colleges and employers schedule informative meetings with the senior class to provide valuable information for college, financial aid and workforce development.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Shouse, John	Principal
Cloud, Tracy	Instructional Media
Dowling, Rhianna	Teacher, K-12
Braxton, Donna	Teacher, K-12
Harvey, Ashley	School Counselor
Arbona, Kathy	Teacher, ESE
Watts, Jackie	Teacher, K-12
Duvall, Dave	Teacher, Career/Technical

b. Duties

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

Specific SST Roles/functions (one person may have 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 – (Jackie Watts) 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.

2. 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.

After-school tutoring for reading, Algebra I is funded through Supplemental Academic Instruction (SAI). All students are eligible for breakfast at no cost. Free or reduced lunches are available for those students who qualify.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
John Shouse	Principal
Jonathan McDaniel	Business/Community
Hope Campbell	Teacher
Katherine Arbona	Teacher
Rhianna Dowling	Teacher
Joyce Dudley	Education Support Employee
Becky McDaniel	Parent
Ashley Garrett	Parent
Samantha Rabon	Student
Tracy Cloud	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Our committee meets at the beginning of each school year to evaluate the school's data from the previous school year. Data available reflects that, while teachers and students are working hard and making progress, there are still areas that need improvement.

b. Development of this school improvement plan

School Advisory Council meets to provide an opportunity for all stakeholders to have time to communicate with each other, ask questions, get proper feedback, offer suggestions, gain insight and work together to solve problems that the school may be facing.

c. Preparation of the school's annual budget and plan

N/A

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

School Advisory Council did not receive funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dowling, Rhianna	Teacher, K-12
Cloud, Tracy	Instructional Media
McDaniel, Linda	Teacher, K-12
Pollocks, Kathleen	Teacher, K-12
Arbona, Kathy	Teacher, ESE
Addison, Cathi	Instructional Coach
Shouse, John	Principal
Hall, Karen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT are to create programs that the lower 25% and low performing sub-groups can utilize to become successful readers. Progress monitoring tools are used to track student performance and help teachers make modifications to their curriculum to help students. Each teacher, school-wide, is incorporating reading strategies within his/her curriculum. At least one teacher in each of the core subject areas is reading in the content area certified. Intensive reading teachers are incorporating the iReady program in their classes.

D. Public and Collaborative Teaching

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

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

Teachers participate in grade group meetings, curriculum group meetings, and cross-curricular group meetings are held monthly throughout the year. For the 2016-2017 school year, faculty members are participating in a professional book study, reading and discussing Carol Dweck's book, Mindset.

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

Recruit--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 opening for the district that is accessible on the World Wide Web.

Retain--Newly hired teachers are provided a mentor and district support through the beginning teacher program.

Retain--Professional development opportunities 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.

Retain--Provide resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc) for teachers to obtain their professional teaching certificate; become highly qualified in subject areas taught; and renewal of professional certificates for veteran teachers.

Retain--Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using Marzano frameworks.

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

Beginning teachers will be assigned a mentor teacher who is experienced in the classroom to be a resource and role model for exemplary professionalism as well as encouragement and support for successful completion of the beginning teacher program.

A teacher mentor received Marzano framework training during the summer in order to assist teachers in making their growth plans and to be a supportive resource throughout the school year. Teachers are encouraged to work together on areas of reflection.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers use the Florida standards in their lesson planning in addition to the curriculum maps for the core classes. Teachers have access to cPalms.org to find their course descriptions and related resources. Test item specifications and other state resources are available for teacher use on Florida Department of Education website. Textbooks, novels, informational texts, web-based programs and other appropriate resources are used to supplement instruction. ThinkThrough Math and Algebra Nation, supplemental math curriculum programs, are used to support math instruction.

b. Instructional Strategies

1. 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.

1. Formative assessments are used by teachers to help drive their instruction on a daily basis.
2. After diagnostic iReady testing, students are identified in target areas to receive specific instruction.
3. Teachers are using Marzano framework which outlines strategies for intentional teaching methods.

2. 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: After School Program

Minutes added to school year: 1,000

Teachers will be scheduled to stay after school with Level 1 and 2 students in reading who need extra assistance. Think-through math is used in the regular math classes. Algebra I-A and Algebra I-B have been added to the master schedule to accommodate those students who need a slower pace in math in order to help them be successful in passing the Algebra I FSA.

Strategy Rationale

Students who have not passed their graduation requirements, such as FSA ELA and/or Algebra I EOC are identified and are encouraged to attend after school tutoring. Many students across the curriculum attend after-school tutoring on an as-needed basis.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shouse, John, john.shouse@jcsb.org

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

Teachers will plan instruction on student needs basis. Progress monitoring test scores will be used to determine student individual needs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

During the last few weeks of school, eighth grade students from Grand Ridge Middle School are brought to Sneads High School to participate in an "open house" type visit. During this time they meet School Administrators, Guidance Counselors and Teachers. They take a tour of the campus to familiarize them with the location of Front Office, Media Center, Cafeteria, Gym, and classrooms.

Sneads High School guidance counselor holds spring registration at Grand Ridge School to allow eighth grade students to choose their elective classes of interest in order to facilitate class scheduling. During this meeting, students are informed of graduation requirements and programs from which they can choose to participate.

During Open House, students and parents are encouraged to meet faculty and staff at Sneads High School as well as get familiar with the campus.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Juniors are given an opportunity to attend the Annual Career Fair during the month of November in Jackson County. Guidance Counselors attend the Career Fair with students. Many vendors of varying job skills and areas are present at this Career Fair to give students a broad approach to career

interests and the necessary steps they need to take to gain employment.

Sneads High School encourages each student to choose his/her classes based on their academic needs and personal interests. Graduation requirements are taken under consideration in addition to student preferences for elective study. Students are encouraged to take the Pre-ACT test in tenth grade to help students identify areas of interest along with college preparation goals. Seniors are encouraged to attend a college night where local colleges and universities make a presentation about opportunities available.

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

Sneads High School offers career and technical education classes in the areas of agriculture, electrical and plumbing, culinary arts, textile production, early childhood education, newspaper/journalism, television production and computer technology such as webpage design. Industry certification tests are administered in early childhood, culinary, Photoshop, Microsoft Office, NCCER Core, welding, and electrical. Students are encouraged to compete in a variety of competitions such as forestry, livestock judging, and communications.

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

Sneads High School is actively involved in helping better prepare our students at the postsecondary level. SHS offers courses, such as ACT prep, Math for College Readiness and Reading for College Readiness. Both of these courses are designed to increase students' level of academic achievement in college. Furthermore, the guidance counselor and reading teachers annually participate in the ACT College and Career Readiness Workshop in order to stay abreast of local and national trends. Each fall, students and parents are invited to SHS College and Career Night. The event is hosted by the SHS Guidance Department and provides a vast array of college and career vendors at our students' disposal. A representative from Florida Department of Education is usually in attendance to provide students valuable information concerning the Florida Financial Aid and Scholarship Programs. Many of our graduating seniors are eligible for Florida scholarships.

4. 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.

1. Teachers and guidance counselor work together to ensure student preparedness is of utmost concern. Relevance and rigor are a goal of all courses at Sneads High School.
2. Teachers include critical thinking skills in their curriculum. Honors classes in core subjects such as English, math, science, and history are offered to students. Students are also encouraged to take dual enrollment classes at Chipola College--both academic and vocational.
3. Classroom teachers use varying activities to stress relevance to real world applications of subject matter and increase in each course.
4. Students are encouraged to take the ACT at the end of their tenth grade year. Dual-enrollment classes are offered to those who qualify.
5. Eleventh grade students (who have not taken the ACT and obtained identified college-ready scores) take the PERT test in math and reading. Students who do not earn the cut-off score are placed in college readiness classes in their senior year.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If Sneads High School faculty, staff, students, parents and community will work cooperatively toward academic excellence by using content area curriculum pacing guides, attending to student individual educational needs, monitoring student progress, planning for intentional teaching, communicating high expectations, and ensuring student safety on campus, then student performance as measured by Florida's State Assessments and End-of Course Exams will continue to improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Sneads High School faculty, staff, students, parents and community will work cooperatively toward academic excellence by using content area curriculum pacing guides, attending to student individual educational needs, monitoring student progress, planning for intentional teaching, communicating high expectations, and ensuring student safety on campus, then student performance as measured by Florida's State Assessments and End-of Course Exams will continue to improve. **1a**

G086649

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	76.0
Math Lowest 25% Gains	50.0
AMO Math - All Students	74.0
ELA/Reading Lowest 25% Gains	50.0
AMO Reading - African American	64.0

Targeted Barriers to Achieving the Goal **3**

- New standards and new testing formats with which teachers must become familiar
- Varying student needs
- Poor Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Print materials
- Highly qualified, hard-working teachers
- Curriculum Pacing guides for English Language Arts, Algebra I, Algebra II and Geometry
- Supportive administration
- 5 computer labs
- Supportive parents and community
- Think Through Math
- Algebra Nation
- Progress Monitoring tools
- Curriculum Coaches in Reading and Math
- cPalms
- Attendance Clerk

Plan to Monitor Progress Toward G1. 8

Interim assessments to be given each nine weeks

Person Responsible

Rhianna Dowling

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Progress Monitoring Data will be analyzed and shared with other teachers to help teachers better plan for reading in the content area.

Plan to Monitor Progress Toward G1. 8

Interim assessments for math will be analyzed.

Person Responsible

Donna Braxton

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Math data will be analyzed to alter instruction throughout the year.

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If Sneads High School faculty, staff, students, parents and community will work cooperatively toward academic excellence by using content area curriculum pacing guides, attending to student individual educational needs, monitoring student progress, planning for intentional teaching, communicating high expectations, and ensuring student safety on campus, then student performance as measured by Florida's State Assessments and End-of Course Exams will continue to improve. 1

G086649

G1.B1 New standards and new testing formats with which teachers must become familiar 2

B230326

G1.B1.S1 Teachers will use the curriculum guides to make daily lesson plans. 4

S242980

Strategy Rationale

Pacing guides ensure curriculum is standards-based taught in a timely manner to meet instructional goals.

Action Step 1 5

Curriculum guides will be implemented in ELA and reading classes.

Person Responsible

Rhianna Dowling

Schedule

Quarterly, from 8/4/2016 to 5/26/2017

Evidence of Completion

Lesson plans should reflect the use of the curriculum guides.

Action Step 2 5

New online math curriculum will be implemented in math classes.

Person Responsible

Donna Braxton

Schedule

Quarterly, from 8/4/2016 to 5/26/2017

Evidence of Completion

Lesson plans should reflect the use of the online math curriculum.

Action Step 3 5

Teachers will develop learning goals to use in their teaching.

Person Responsible

Rhianna Dowling

Schedule

Daily, from 8/4/2016 to 5/26/2017

Evidence of Completion

Learning goals will be evident in lesson plans as well as posted for student view.

Action Step 4 5

Reading teachers will implement iReady program.

Person Responsible

Cathi Addison

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Lesson Plans will be checked periodically.

Person Responsible

John Shouse

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans will be saved for documentation.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

During classroom walk-throughs and teacher evaluation, use of instructional scales and learning targets will be monitored.

Person Responsible

John Shouse

Schedule

On 5/26/2017

Evidence of Completion

Teacher observation and evaluation tools completed by principal

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Use progress monitoring tools

Person Responsible

John Shouse

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student growth on iReady, math and ELA interim assessments and other interim assessments. Student nine week grades.

G1.B1.S2 Teachers will use Robert Marzano's framework for intentional teaching and lesson planning.

4

S242981

Strategy Rationale

Intentional teaching is linked to increased student achievement.

Action Step 1 5

Teachers will create individual growth plans where they will do a self-assessment to choose an area of which they want to work on throughout the year.

Person Responsible

Rhianna Dowling

Schedule

On 5/26/2017

Evidence of Completion

Teacher growth plans, teacher observations and evaluations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom walk-through observations and growth planning

Person Responsible

John Shouse

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Teacher evidence through observation and conferencing

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teacher Observation

Person Responsible

John Shouse

Schedule

On 5/26/2017


Evidence of Completion

Teacher evaluation rating of applying or innovating

G1.B3 Varying student needs 2

 B230328

G1.B3.S1 Teachers will analyze data from available sources to identify student needs. 4

 S242983

Strategy Rationale

Student-centered instruction is key to meet student needs. Accommodations and student interests need to be taken into consideration for student success.

Action Step 1 5

Use student data to plan for student instruction.

Person Responsible

John Shouse

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans will be kept on file.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor student progress

Person Responsible

John Shouse

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student grades

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student progress within each class

Person Responsible

Ashley Harvey






Schedule

Every 3 Weeks, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student grades; teacher observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1  M325246	Interim assessments to be given each nine weeks	Dowling, Rhianna	8/11/2016	Progress Monitoring Data will be analyzed and shared with other teachers to help teachers better plan for reading in the content area.	5/26/2017 quarterly
G1.MA2  M325247	Interim assessments for math will be analyzed.	Braxton, Donna	8/11/2016	Math data will be analyzed to alter instruction throughout the year.	5/26/2017 quarterly
G1.B1.S1.MA1  M325239	Use progress monitoring tools	Shouse, John	8/11/2016	Student growth on iReady, math and ELA interim assessments and other interim assessments. Student nine week grades.	5/26/2017 quarterly
G1.B1.S1.MA1  M325240	Lesson Plans will be checked periodically.	Shouse, John	8/11/2016	Teacher lesson plans will be saved for documentation.	5/26/2017 monthly
G1.B1.S1.MA1  M325241	During classroom walk-throughs and teacher evaluation, use of instructional scales and learning...	Shouse, John	8/11/2016	Teacher observation and evaluation tools completed by principal	5/26/2017 one-time
G1.B1.S1.A1  A314408	Curriculum guides will be implemented in ELA and reading classes.	Dowling, Rhianna	8/4/2016	Lesson plans should reflect the use of the curriculum guides.	5/26/2017 quarterly
G1.B1.S1.A2  A314409	New online math curriculum will be implemented in math classes.	Braxton, Donna	8/4/2016	Lesson plans should reflect the use of the online math curriculum.	5/26/2017 quarterly
G1.B1.S1.A3  A314410	Teachers will develop learning goals to use in their teaching.	Dowling, Rhianna	8/4/2016	Learning goals will be evident in lesson plans as well as posted for student view.	5/26/2017 daily
G1.B1.S1.A4  A314411	Reading teachers will implement iReady program.	Addison, Cathi	8/11/2016		5/26/2017 quarterly
G1.B3.S1.MA1  M325244	Student progress within each class	Harvey, Ashley	8/11/2016	Student grades; teacher observations	5/26/2017 every-3-weeks
G1.B3.S1.MA1  M325245	Monitor student progress	Shouse, John	8/11/2016	Student grades	5/26/2017 daily
G1.B3.S1.A1  A314413	Use student data to plan for student instruction.	Shouse, John	8/11/2016	Teacher lesson plans will be kept on file.	5/26/2017 monthly
G1.B1.S2.MA1  M325242	Teacher Observation	Shouse, John	8/11/2016	Teacher evaluation rating of applying or innovating	5/26/2017 one-time
G1.B1.S2.MA1  M325243	Classroom walk-through observations and growth planning	Shouse, John	8/11/2016	Teacher evidence through observation and conferencing	5/26/2017 monthly
G1.B1.S2.A1  A314412	Teachers will create individual growth plans where they will do a self-assessment to choose an area...	Dowling, Rhianna	8/4/2016	Teacher growth plans, teacher observations and evaluations	5/26/2017 one-time

V. Professional Development Opportunities

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

G1. If Sneads High School faculty, staff, students, parents and community will work cooperatively toward academic excellence by using content area curriculum pacing guides, attending to student individual educational needs, monitoring student progress, planning for intentional teaching, communicating high expectations, and ensuring student safety on campus, then student performance as measured by Florida's State Assessments and End-of Course Exams will continue to improve.

G1.B1 New standards and new testing formats with which teachers must become familiar

G1.B1.S1 Teachers will use the curriculum guides to make daily lesson plans.

PD Opportunity 1

Curriculum guides will be implemented in ELA and reading classes.

Facilitator

Cathy Addison

Participants

Reading/English teachers

Schedule

Quarterly, from 8/4/2016 to 5/26/2017

PD Opportunity 2

New online math curriculum will be implemented in math classes.

Facilitator

Missy Rogers

Participants

Math teachers

Schedule

Quarterly, from 8/4/2016 to 5/26/2017

PD Opportunity 3

Reading teachers will implement iReady program.

Facilitator

Cathi Addison

Participants

intensive reading teachers

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

G1.B1.S2 Teachers will use Robert Marzano's framework for intentional teaching and lesson planning.

PD Opportunity 1

Teachers will create individual growth plans where they will do a self-assessment to choose an area of which they want to work on throughout the year.

Facilitator

Rhianna Dowling

Participants

All SHS teachers

Schedule

On 5/26/2017

VI. Technical Assistance Items

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