

Jackson County School Board

Sneads High School



2018-19 Schoolwide Improvement Plan

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Sneads High School

8066 OLD SPANISH TRL, Sneads, FL 32460

<http://shs.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	C	B*

School Board Approval

This plan was approved by the Jackson County School Board on 9/18/2018.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Mitchell, Ron	Principal
Howell, Melynda	School Counselor
Dowling, Rhianna	Teacher, K-12
Walden, Zane	Teacher, K-12
Halley, Kristy	Assistant Principal

Duties

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

The school leadership team (SLT) collaborates with other school-based teams such as SAC, literacy leadership team, grade groups, positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic and behavioral domains. The SLT works with the aforementioned groups to initiate instructional modifications needed to increase student achievement for all students and to meet SIP goals.

Early Warning Systems

Year 2017-18

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	29	33	38	39	139
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	25	13	7	12	57
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	25	20	12	4	61

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	0	18	15	12	9	54

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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

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	0	14	12	15	9	50

Year 2016-17 - Updated

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	

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest 25th percentile of math students performed the lowest with a 48% pass rate. This is actually an increase of 23% from the previous year's passing percentage in our lowest 25th percentile of math students. We are hopeful that our math performance will continue to show growth.

Which data component showed the greatest decline from prior year?

Geometry EOC passing percentage fell from 66% to 55% for a loss of 11%.

Which data component had the biggest gap when compared to the state average?

Our Biology EOC data created the biggest gap when compared to the state average. Our students performed at a 96% pass rate compared to the state average of 65%. This creates a positive gap of a 31% difference in proficiency.

Which data component showed the most improvement? Is this a trend?

Our lowest 25th percentile of math students demonstrated the most improvement. The passing percentage for this group grew from 25% in 2017 to 48% in 2018 creating a gain of 23%. We are hopeful that our math performance will continue to show growth.

Describe the actions or changes that led to the improvement in this area.

Struggling math students were identified and placed in an Algebra I-A class in their 9th grade year, instead of regular algebra. This allowed for extra time to learn skills necessary to pass the Algebra EOC. Students did not have to test until the end of their 10th grade year, when they had the Algebra I-B course to finish out their algebra credit. Stretching the year-long course over a two year period gave students time to improve their existing math skills, while also learning new ones. Additionally, struggling students were identified and "pulled out" for remediation with our district math coach throughout the year.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	56%	55%	56%	55%	50%	52%
ELA Learning Gains	56%	58%	53%	43%	42%	46%
ELA Lowest 25th Percentile	58%	58%	44%	32%	29%	38%
Math Achievement	60%	58%	51%	57%	48%	43%
Math Learning Gains	51%	53%	48%	50%	40%	39%
Math Lowest 25th Percentile	48%	41%	45%	46%	35%	38%
Science Achievement	96%	96%	67%	69%	64%	65%
Social Studies Achievement	85%	73%	71%	77%	71%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	29 (6)	33 (15)	38 (25)	39 (18)	139 (64)
One or more suspensions	0 (4)	0 (1)	0 (1)	3 (0)	3 (6)
Course failure in ELA or Math	25 (0)	13 (29)	7 (29)	12 (16)	57 (74)
Level 1 on statewide assessment	25 (16)	20 (11)	12 (37)	4 (27)	61 (91)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	52%	50%	2%	53%	-1%
	2017	54%	51%	3%	52%	2%
Same Grade Comparison		-2%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2018	59%	55%	4%	53%	6%
	2017	56%	51%	5%	50%	6%
Same Grade Comparison		3%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	96%	82%	14%	65%	31%
2017	60%	58%	2%	63%	-3%
Compare		36%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	66%	16%	68%	14%
2017	75%	61%	14%	67%	8%
Compare		7%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	61%	3%	62%	2%
2017	64%	67%	-3%	60%	4%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	55%	57%	-2%	56%	-1%
2017	66%	46%	20%	53%	13%
Compare		-11%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	33	33	30							
BLK	26	39	29	34	29	17		73		79	20
MUL	42	25		80							
WHT	67	64	83	64	55	57	100	89		76	46
FRL	47	55	51	53	47	55		90		75	27

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	27								73	
BLK	28	39	40	38	39	20	43	50		86	25
WHT	62	58	67	55	47	27	67	83		86	54
FRL	48	51	54	46	42	22	55	68		78	23

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	ELA Achievement
Rationale	ELA achievement is a constant area of focus. We want our students to succeed, and helping them reach proficient levels on the ELA assessment is paramount for their success. Our ELA achievement levels have held steady and we are looking for growth.
Intended Outcome	Our intended outcome is that at least 62% of students will score a level 3 or higher on the 2019 FSA.
Point Person	Ron Mitchell (ron.mitchell@jcsb.org)

Action Step

Description	Teachers will follow district curriculum maps and incorporate research-based instructional methods in the English classrooms. Lower performing students will receive additional support in intensive reading classes. These classes will also utilize the i-Ready remediation program in addition to other research-based methods of instruction. 9th and 10th grade English classes will also use tutorial programs made available on www.floridastudents.org . Additionally, supplemental materials, such as USA Test Prep and Coach supplements, may be purchased and before and after school tutoring will be made available for all students. ELA teachers will also collaborate with science and social studies teachers to incorporate content-area articles for reading comprehension practice. Access to the District's Secondary ELA Resource Teacher.
Person Responsible	Ron Mitchell (ron.mitchell@jcsb.org)

Plan to Monitor Effectiveness

Description	Teachers will use interim assessments, i-Ready assessments, and teacher created assessments to monitor effectiveness. Results from aforementioned assessments will be used to make instructional changes to address the needs of our students.
Person Responsible	Ron Mitchell (ron.mitchell@jcsb.org)

Activity #2

Title Math Achievement

Rationale

Math achievement is a constant area of focus. We want our students to succeed, and helping them reach proficient levels on the Algebra I and the geometry end of course exams is paramount for their success. Our math achievement levels have shown growth, especially in learning gains among our lower 25%; however, we are always looking for even more growth.

Intended Outcome

Our intended outcome is to reach a math achievement level of at least 62%.

Point Person

Ron Mitchell (ron.mitchell@jcsb.org)

Action Step

Description

The SHS math department will follow district curriculum maps for math courses, along with research-based teaching methods. Supplemental materials, such as Think Through Math and Algebra Nation, will also be implemented as needed. Lower level students will be identified and will be offered intensive math courses as well as “pull out” remediation. After school tutoring will also be available for those needing additional support. Access to the District’s Secondary Math Resource Teacher.

Person Responsible

Ron Mitchell (ron.mitchell@jcsb.org)

Plan to Monitor Effectiveness

Description

Teachers will use district-created interim assessments, as well as teacher-made assessments for progress monitoring. Results from these assessments will be used to adjust instruction to better meet the needs of our students.

Person Responsible

Ron Mitchell (ron.mitchell@jcsb.org)

Activity #3

Title Science Achievement

Rationale

For this year's science assessment, we will test all 10th grade students minus those who tested in the prior year. Last year's test group was a single class of honors-level students, which provided great gains for us on the biology end of course exam. This area is a focus area due to having all biology students test and not having the honors group scores to aid in our overall results.

Intended Outcome

Our intended outcome is for at least 62% to score level 3 or higher on the biology end of course exam.

Point Person

Ron Mitchell (ron.mitchell@jcsb.org)

Action Step

Description

Students currently enrolled in biology will have had a year's worth of physical growth and maturity, along with background knowledge gained from their 9th grade science course. We are hopeful that these two factors will allow for a better base with which to build on for biology instruction. Teachers will implement research-based teaching methods in their classrooms. New, updated, biology textbooks have been purchased which correlate with the Florida biology standards. Teachers will also identify struggling students and provide supplemental materials for support as needed. Before and after school tutoring will also be made available to those students seeking additional help.

Person Responsible

Ron Mitchell (ron.mitchell@jcsb.org)

Plan to Monitor Effectiveness

Description

Teacher-created assessments will be used to monitor progress and adjustments to instruction will be made based on results from these assessments.

Person Responsible

Ron Mitchell (ron.mitchell@jcsb.org)

Activity #4

Title Student Attendance

Rationale

Student attendance is critical for student achievement. SHS had 139 students with attendance below 90% last year. By creating an active focus on the importance of attending school each day, for the entire school day, we hope to demonstrate the importance of attendance to our students, their families, and the community and improve our overall attendance rate.

Intended Outcome

Our intended outcome is to reduce our overall absenteeism. Our goal is to have a joint effort among all stakeholders to encourage our students to come to school, and to stay the whole day. We hope to decrease our number of students with attendance below 90% by 25%.

Point Person

Ron Mitchell (ron.mitchell@jcsb.org)

Action Step

Description

Teachers will take attendance daily, at the beginning of each class period. Teachers will notify the office of any concerns regarding a student's attendance. Teachers are encouraged to contact parents to address attendance concerns as well. Our attendance clerk will also make parent contact for those students who have habitual absences and tardies. Homeroom teachers will also keep a check on their homeroom students and will encourage them to attend school, perhaps reward those who have good attendance periodically. The SHS positive behavior team will also recognize good attendance with small treats throughout the year. Additionally, a parent night is planned for each quarter to address various topics, and this will be a time when administration and faculty talk with parents about the importance of good attendance.

Person Responsible

Ron Mitchell (ron.mitchell@jcsb.org)

Plan to Monitor Effectiveness

Description

Teachers and staff who have made parent contact will follow up with those students by tracking their attendance, hopefully seeing an improvement after speaking with parent/guardians. Teachers and staff will also reward students for improved attendance with positive notes and/or small treats.

Person Responsible

Ron Mitchell (ron.mitchell@jcsb.org)

Activity #5

Title Improve Graduation Rate

Rationale Our ultimate goal at SHS is to see our students graduate with a standard high school diploma, so this is always an area of focus. High stakes testing creates additional hurdles for many of our students and we are committed to helping our students see success on these tests and earning their diploma.

Intended Outcome Our intended outcome is, of course, for all of our students to graduate. We hope to improve our graduation rate by 10%.

Point Person Ron Mitchell (ron.mitchell@jcsb.org)

Action Step

Description We are committed to providing quality instruction for all students in each subject area. We are also committed to helping our students pass the required tests in order to earn their diploma. Tutoring, preparing for retake tests as well as the ACT and SAT in an effort to earn concordant scores, and even offering school-day ACT as an option for those who qualify are all ways we help our students. Additionally, we do our best to expose our students to the various avenues they may take after graduation and help guide them in their desired direction. Our guidance counselor works with students and parents to help them understand what is needed for graduation and helps create a plan for students to follow in an effort to help them earn all required credits and the required GPA, in addition to the required test scores.

Person Responsible Ron Mitchell (ron.mitchell@jcsb.org)

Plan to Monitor Effectiveness

Description Teachers will monitor the success of their students and provide additional help and instruction as needed. Guidance will monitor credits earned and GPA, as well as test scores to properly place students on a path for graduation. Administration will make additional student and parent contact as well as stay up-to-date with teachers on student performance to address areas of need.

Person Responsible Ron Mitchell (ron.mitchell@jcsb.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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. Parent night is held each grading period as a way for parents and the faculty and administration to address concerns and communicate.

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 and there is a school Facebook page as well.

PFEP Link

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

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. Additionally, the district has added mental health counselors to help assist in emotional needs of our students throughout the district.

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 Counselor 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.

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, and Algebra I is funded through Supplemental Academic Instruction (SAI). All students are eligible for breakfast and lunch at no cost.

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. The Guidance Counselor attends 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. Students may also participate in the College and Career Research class as one of their electives. This class provides students with opportunities to research various college admission requirements and costs as well as potential careers and the requirements needed to enter selected fields.

Part V: Budget

Total:	\$58,919.70
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