

Jackson County School Board

Sneads High School



2019-20 Schoolwide Improvement Plan

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Sneads High School

8066 OLD SPANISH TRL, Sneads, FL 32460

<http://shs.jcsb.org>

Demographics

Principal: Hunter Nolen

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: A (63%) 2016-17: B (56%) 2015-16: C (53%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Jackson County School Board on 10/15/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	A	B	C

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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	Job Duties and Responsibilities
Mitchell, Ron	Principal	
Dowling, Rhianna	Teacher, K-12	
Walden, Zane	Teacher, K-12	
Halley, Kristy	Assistant Principal	
	School Counselor	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Monday 7/15/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	18	15	12	9	54

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	18	15	12	9	54

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	56%	56%	55%	52%	53%
ELA Learning Gains	51%	49%	51%	54%	50%	49%
ELA Lowest 25th Percentile	43%	41%	42%	57%	48%	41%
Math Achievement	44%	43%	51%	52%	47%	49%
Math Learning Gains	42%	39%	48%	46%	43%	44%
Math Lowest 25th Percentile	40%	33%	45%	25%	25%	39%
Science Achievement	66%	66%	68%	62%	61%	65%
Social Studies Achievement	77%	69%	73%	77%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (29)	0 (33)	0 (38)	0 (39)	0 (139)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (3)	0 (3)
Course failure in ELA or Math	0 (25)	0 (13)	0 (7)	0 (12)	0 (57)
Level 1 on statewide assessment	0 (25)	0 (20)	0 (12)	0 (4)	0 (61)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	58%	59%	-1%	55%	3%
	2018	52%	50%	2%	53%	-1%
Same Grade Comparison		6%				
Cohort Comparison						
10	2019	52%	49%	3%	53%	-1%
	2018	59%	55%	4%	53%	6%
Same Grade Comparison		-7%				
Cohort Comparison		0%				

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
2019	64%	61%	3%	67%	-3%
2018	96%	82%	14%	65%	31%
Compare		-32%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	65%	9%	70%	4%
2018	82%	66%	16%	68%	14%
Compare		-8%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	26%	50%	-24%	61%	-35%
2018	64%	61%	3%	62%	2%
Compare		-38%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	44%	6%	57%	-7%
2018	55%	57%	-2%	56%	-1%
Compare		-5%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	31	44	38	31	46		23				
BLK	35	50	32	23	29	36	39	60		73	36
MUL	59	76		38	29						

2019 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 2017-18	C & C Accel 2017-18
WHT	64	50	46	51	48	46	70	85		84	67
FRL	49	51	43	36	38	33	65	70		73	48
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	562
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Algebra I EOC showed the lowest performance, with a pass rate of only 26%. Contributing factors include having more students taking Algebra in the 8th grade, which leaves students who are average-to-below-average in our testing group. We our missing out on the above average students to help boost our passing percentage. We had a beginning teacher in our Algebra I classes and this can certainly be seen as a contributing factor. While she was knowledgeable of her subject matter, learning how to effectively manage a classroom and prepare students for a standardized test is not something mastered the first year. Additionally, we faced enormous challenges brought on by Hurricane Michael, which ravaged our area on October 10th. We missed instructional time and students and faculty alike faced various hardships at home.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Algebra I EOC showed the lowest decline from the prior year, dropping from a pass rate of 64% to a pass rate of only 24%. Contributing factors include having more students taking Algebra in the 8th grade, which leaves students who are average-to-below-average in our testing group. We our missing out on the above average students to help boost our passing percentage. We had a beginning teacher in our Algebra I classes and this can certainly be seen as a contributing factor. While she was knowledgeable of her subject matter, learning how to effectively manage a classroom and prepare students for a standardized test is not something mastered the first year. Additionally, we faced enormous challenges brought on by Hurricane Michael, which ravaged our area on October 10th. We missed instructional time and students and faculty alike faced various hardships at home.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Algebra I EOC had the greatest gap when compared to the state average. Our pass rate was 35% below the state average. The year before we were above the state average, so we are hopeful that the current gap is not the start of a trend. Fewer students testing, a beginning teacher, and a natural disaster are all contributing factors for this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

The College and Career Acceleration component showed the most improvement. Actions our school has taken to increase achievement in this area include offering several industry certification exams, promoting dual enrollment at Chipola College for both academic and vocational courses, and creating a focus on identifying students who may not be enrolled in a CTE course with a certification exam so

that we can encourage them to find a program that fits their interests and provide them with an opportunity to take a certification exam. Current industry certification exams offered at SHS include:
ServeSafe
Agritechnology Specialist
Agricultural Mechanics Specialist
Agricultural Communications Specialist
Agriculture Associate
Adobe Certified Associate - Photoshop
Microsoft Office Specialist
Quickbooks Certified User.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is being monitored.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math achievement
2. ELA achievement
3. Learning gains across the board for all students
4. Students with disabilities achievement
5. School-wide safety

Part III: Planning for Improvement

Areas of Focus:

#1	
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 dropped significantly due to several contributing factors and we aim see improvement and growth in the coming year.
State the measurable outcome the school plans to achieve	Our intended outcome is to reach a math achievement level of at least 60%, with 50% of those tested making learning gains, and 45% of our lowest 25% showing gains as well.
Person responsible for monitoring outcome	Ron Mitchell (ron.mitchell@jcsb.org)
Evidence-based Strategy	Recent assessment data will be used to identify areas of greatest need within the content area, as well as those students who need additional support. Lower-performing students will be placed in Algebra 1-A and Algebra 1-B courses allowing for two years to complete the Algebra 1 material, intensive math classes, as available, and will also be given support via our pull-out remediation lab and also in before and after school tutoring.
Rationale for Evidence-based Strategy	Sneads High School is driven by data and relationships. With that in mind, evidence used for this strategy includes state assessment data, teacher-made assessments, district assessments, Think Through Math assessments, etc. as well as our faculty knowing the students they teach. Teachers and staff often recognize when a student may need an extra push throughout the year, and assistance will be given when this is the case.
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. Teachers will use district-created interim assessments, as well as teacher-made assessments for progress monitoring. Results from these will be used to adjust instruction to better meet the needs of our students.
Person Responsible	Ron Mitchell (ron.mitchell@jcsb.org)

#2	
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.
State the measurable outcome the school plans to achieve	Our intended outcome is that at least 60% of students will score a level 3 or higher on the 2020 FSA, with at least 55% of those testing making learning gains and 50% of our lowest 25% making gains as well.
Person responsible for monitoring outcome	Ron Mitchell (ron.mitchell@jcsb.org)
Evidence-based Strategy	Recent assessment data will be used to identify areas of greatest need within the content area, as well as those students who need additional support. Lower-performing students will be placed in intensive reading classes, as available, and will also be given support via our pull-out remediation lab and also in before and after school tutoring.
Rationale for Evidence-based Strategy	Sneads High School is driven by data and relationships. With that in mind, evidence used for this strategy includes state assessment data, teacher-made assessments, district assessments, i-ready assessments, STAR testing results, etc. as well as our faculty knowing the students they teach. Teachers and staff often recognize when a student may need an extra push throughout the year, and assistance will be given when this is the case.
Action Step	
Description	English-language arts 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, may be purchased and before and after school tutoring will be made available for all students. 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. ELA teachers will also collaborate with science and social studies teachers to incorporate content-area articles for reading comprehension practice.
Person Responsible	Ron Mitchell (ron.mitchell@jcsb.org)

#3	
Title	Students with Disabilities
Rationale	The students with disabilities subgroup at SHS did not meet the Federal Points Index achievement requirement, therefore we will create a focus this year to help our SWD reach higher achievement levels.
State the measurable outcome the school plans to achieve	Our intended outcome is to see our SWD reach an achievement level of at least 45%.
Person responsible for monitoring outcome	Ron Mitchell (ron.mitchell@jcsb.org)
Evidence-based Strategy	Currently, Sneads High School has only 3 students who take alternate assessments; all other students with disabilities are mainstreamed. We have an increase in SWD this year. SHS faculty plans to work with our ESE department to understand required accommodations and to plan the most effective ways to help our SWD population so that they can be successful not only in the classroom and on state tests, but also after graduation.
Rationale for Evidence-based Strategy	The rationale for focusing on our SWD population is not only due to Federal requirements, but also because we believe that all students at SHS are achievers.
Action Step	
Description	Working with the ESE department, teachers will develop a plan for the SWD in their classroom. Teachers will use the accommodations sheet, along with any information the ESE teacher can give as to the disability and what might work to aid the student's understanding of coursework. Teachers will also conference with parents to gain an understanding of what might help the student, and to encourage support at home as well. Additionally, students will be encouraged to utilize learning strategies classes, remediation labs, and after-school tutoring as needed. Teachers will work with the ESE teacher and para to keep them updated on materials being taught in the regular ed classes. Progress monitoring will be given throughout the year to determine what is working and to make adjustments when things are not. SWD are tested in small group settings on standardized tests, and do not have the time constraints that regular ed students have.
Person Responsible	Ron Mitchell (ron.mitchell@jcsb.org)

#4	
Title	Student Attendance
Rationale	Student attendance is critical for student achievement. By creating as 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. We hope this focus will improve our overall attendance rate.
State the measurable outcome the school plans to achieve	Our intended outcome is to reduce our overall absenteeism. Our goal is to have a joint effort among all stakeholders to encourage students to come to school, and to stay for the entire day. We hope to decrease our number of students with attendance below 90% by 20%.
Person responsible for monitoring outcome	Ron Mitchell (ron.mitchell@jcsb.org)
Evidence-based Strategy	Sneads High has had an issue with chronic absenteeism for the past few years. Keeping a focus on the importance of attending school every day, for the entire school day, will hopefully help students and their families realize the seriousness of attending school and the consequences that follow students with poor attendance.
Rationale for Evidence-based Strategy	The rationale for placing a focus on improving attendance is that when students miss class time, they are missing vital instruction, and also socialization, that is necessary for achieving success.
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 make parent contact 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. 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 the parent/guardians. Teachers and staff will also reward students with good or improved attendance with Pirate Praise notes or small treats. The SHS positive behavior team will recognize good attendance with small treats and celebrations throughout the year.
Person Responsible	Ron Mitchell (ron.mitchell@jcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In addition to our areas of focus, Sneads High School has a goal for all students to achieve. We would like for our overall learning gains to reach a level of 60%, across the board. We are hopeful that pull-out remediation and intensive classes where available will help increase our learning gains.

Additionally, we want to see our Biology EOC results improve to 75% passing and the U.S. History EOC to achieve a pass rate of 85%. Our teachers are committed to working with students to see that these goals are reached. After-school tutoring is made available for those needed additional support. Last year, we saw growth in both College and Career Acceleration points and in our graduation rate and would very much like to continue an upward trend. We think with our focus on core classes, along with encouraging career and technical courses with certification exams and improving overall attendance, this improvement will continue.

School-wide safety is also a school-wide improvement priority. A safe, secure campus is conducive to learning. We strive to have our students feel safe when at SHS. We have an SRO on campus daily and faculty and staff are constantly working to create the best plans for various emergencies. Doors remain locked during the school day. Cameras are placed strategically around campus. Safe places have been identified across the campus and drills will happen throughout the year. A sad sign of the times for some of the measures we are taking, but we are committed to student safety.

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 Schoolwide Improvement Plan 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 grade book 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.

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. Outside resources are also available to our students. New this year, our campus has a Let's Talk Interactive counseling monitor available for student use as well as counselors from Anchorage Family Counseling who are available by appointment and with parent permission.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Math Achievement	\$0.00
2	III.A.	Areas of Focus: ELA Achievement	\$0.00
3	III.A.	Areas of Focus: Students with Disabilities	\$0.00
4	III.A.	Areas of Focus: Student Attendance	\$0.00
Total:			\$0.00