

Jackson County School Board

Sneads High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	15
Positive Culture & Environment	22
Budget to Support Goals	23

Sneads High School

8066 OLD SPANISH TRL, Sneads, FL 32460

<http://shs.jcsb.org>

Demographics

Principal: Hunter Nolen

Start Date for this Principal: 9/14/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2019-20 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%)
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 10/20/2020.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	23

Sneads High School

8066 OLD SPANISH TRL, Sneads, FL 32460

<http://shs.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	A	B

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Halley, Kristy	Principal	Campus educational leader; oversees all aspects of Sneads High School
Dowling, Rhianna	Teacher, K-12	School Advisory Council Chair; manages SAC and the school improvement plan
Libs, Diana	School Counselor	Tracks graduation rate; coordinates testing dates and information
Walden, Zane	Teacher, Career/Technical	CTE department chair; athletic director

Demographic Information

Principal start date

Monday 9/14/2020, Hunter Nolen

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

23

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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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 .	

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	114	120	97	97	428	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	26	16	10	13	65	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	22	16	5	12	55	
Course failure in Math	0	0	0	0	0	0	0	0	0	4	2	2	2	10	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	19	11	12	20	62	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	20	8	9	11	48	

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	24	14	13	18	69

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	38	30	20	28	116	
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	9	7	8	36	

Date this data was collected or last updated

Thursday 9/24/2020

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	
Number of students enrolled	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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

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

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	
Number of students enrolled	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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

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

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	
	(0)	(0)	(0)	(0)	0 (0)

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	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						
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0

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.

Due to the COVID-19 pandemic, state testing for Spring 2020 was cancelled. As a result, our testing data remains the same as the previous year, with Algebra I EOC showing the lowest pass rate with only 26% passing. Contributing factors included having more students taking Algebra in the 8th grade, which leaves students who are average-to-below average in our testing group. Additionally, we had a first-year teacher, who, while knowledgeable in subject matter, lacked the experience needed to effectively manage a classroom and prepare students for high-stakes testing. Hurricane Michael also brought additional obstacles for our students during that year.

For the 2019-2020 school term, our math department had a different Algebra teacher for our Algebra I and Algebra 1-A, 1-B students. While a veteran teacher, he had been out of the classroom for

sometime and the challenges of today's educational environment presented a struggle. He opted to leave the classroom at the end of year. This seems to be a trend that is negatively affecting our math performance. For 2020-2021, we, once again, have a new teacher in our Algebra classes.

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

Due to the COVID-19 pandemic, which resulted in remote learning and the cancellation of state testing, our testing data is the same as the previous year. Algebra I EOC showed the greatest decline, dropping from a pass rate of 64% to a pass rate of only 24%. Contributing factors include having more students taking Algebra in 8th grade, which leaves students who are average-to-below average in our testing group. We are missing out on having above average students to help boost our passing percentage. A first-year teacher was also a contributing factor. Additionally, we faced tremendous challenges due to the devastation brought by Hurricane Michael in October of that year.

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.

Again, referring to 2019 testing data, 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 about the state average, so we are hopeful that this was not the start of a trend. Fewer testing students, a beginning teacher, and a natural disaster were all contributing factors for this gap.

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

Again, referring to our 2018-2019 data, our 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

We are continuing this focus on our College and Career Acceleration component.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance is being monitored and a focus on student engagement is being implemented.

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA achievement is a constant area of focus. We want our students to succeed, and helping them reach proficient levels on ELA assessments is paramount for their success. Based on the data available, our ELA achievement levels have held steady and we are looking for growth.
Measurable Outcome:	Our intended outcome is that at least 60% of students will score a level 3 or higher on the 2021 FSA ELA assessment, 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:	Kristy Halley (kristy.halley@jcsb.org)
Evidence-based Strategy:	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 Steps to Implement

ELA teachers will follow district-created curriculum maps and incorporate research-based instructional methods in their classrooms. Lower performing students will receive additional support in intensive reading classes. Teachers will use i-Ready remediation program, in addition to other research-based methods of instruction. Supplemental materials such as USA test prep, may be purchased and before and after school tutoring is available for all students. Tutorial programs such as www.floridastudents.org will be made available. Interim assessments, i-Ready and teacher-made assessments will be used to monitor effectiveness. Results from aforementioned assessments will be used to make instructional changes to address the needs of students. ELA teachers will also collaborate with science and social studies teachers to incorporate content-area articles for reading comprehension practice.

Person Responsible Kristy Halley (kristy.halley@jcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and 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 EOC and the Geometry EOC is paramount for their success. Our math levels have dropped significantly due to several contributing factors and we aim to see improvement and growth in the coming year.
Measurable Outcome:	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:	Kristy Halley (kristy.halley@jcsb.org)
Evidence-based Strategy:	Available 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 were placed in Algebra 1-A last year and are in Algebra 1-B this year to complete the Algebra I requirement. Intensive math classes, as available, along with pull-out remediation and tutoring services will be given.
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 Steps to Implement

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 offered pull-out remediation and tutoring before and after school. 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 Kristy Halley (kristy.halley@jcsb.org)

#3. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Social studies achievement is an area of focus, as we want our students to succeed in all areas. Teaching national and world history events and helping students reach proficient levels on the US History EOC are essential in developing knowledgeable, productive citizens.

Measurable Outcome: Available data shows that our social studies achievement level was above district and state averages at 77%. Our goal is to achieve a pass rate of at least 85%.

Person responsible for monitoring outcome: Kristy Halley (kristy.halley@jcsb.org)

Evidence-based Strategy: Social studies teachers will follow course descriptions and follow district curriculum maps to guide instruction. Additionally, the addition of a Visions and Pursuits course for 9th graders serves as an introductory course for the social studies department. This course provides students with a baseline of knowledge that will support instruction in world history, American history, and the government and economics courses.

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 assessments and teacher-made assessments, as well as our faculty knowing the students they teach. Teachers and staff often recognize when a student may need an additional push throughout the year, and assistance will be given when this is the case.

Action Steps to Implement

Social studies teachers will follow course descriptions and curriculum maps to incorporate research-based instructional methods in their classrooms. Lower-performing students will receive additional support through differentiated instruction, use of the Pirate Power Lab during the school day, and before and after school tutoring when needed.

Person Responsible: Kristy Halley (kristy.halley@jcsb.org)

#4. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	As a high school, our ultimate goal is to see our students earn their high school diploma and go on to become productive members of society. It is essential, then, that our graduation rate is a constant area of focus. High school acceleration courses prepare students for postsecondary education and job placement. It is important to ensure each graduating student has had experience in these courses.
Measurable Outcome:	Our intended outcome is to reach a graduation rate of 100% for the 2021 school year, and 90% for high school acceleration.
Person responsible for monitoring outcome:	Kristy Halley (kristy.halley@jcsb.org)
Evidence-based Strategy:	Sneads High School is driven by data and relationships. With this in mind, administration, faculty, and staff work together to keep students on the right track for graduation. Being a smaller school enables us to build relationships with and create a support system for our students. Our guidance department will conduct graduation checks to ensure all students are meeting the requirements for graduation.
Rationale for Evidence-based Strategy:	The rationale for focusing on our graduation rate is that graduation is the ultimate goal for our students. We believe all students are achievers, and we want to see each of them reach this milestone.

Action Steps to Implement

Administration, faculty, and staff will work together to not only learn who our students are, but also learn what they need as far as support throughout high school. By working together, we can help identify areas of need a student may have and develop a plan of action to help address the need.

The school faculty will participate in regular "huddle" meetings to discuss areas of concern and students who may need additional support. SHS employs an RTI teacher who works closely with guidance, teachers, and parents to give additional support when needed. Also, our ESE department works to ensure our SWD are receiving appropriate accommodations so that they, too, can successfully meet graduation requirements.

Person Responsible Kristy Halley (kristy.halley@jcsb.org)

High School Acceleration: In effort to improve our acceleration points, SHS encourages qualifying students to enroll in honors level classes and the dual enrollment program at our local community college. The guidance department works with teachers, administration, parents and students to see that these students are identified and pre-requisites are met for such programs.

Person Responsible Kristy Halley (kristy.halley@jcsb.org)

#5. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: The African-American subgroup at Sneads High School did not fall below the Federal Points Index achievement requirement, but it was at 41% (which is the cut-off) based on available testing data; therefore, we will create focus this year to help this group of students reach higher achievement levels.

Measurable Outcome: Our intended outcome is for our African-American students to reach a proficiency level of at least 60% in all tested areas and to reach a graduation rate of 100%.

Person responsible for monitoring outcome: Kristy Halley (kristy.halley@jcsb.org)

Evidence-based Strategy: Recent assessment data will be used to identify areas of greatest need within the content areas, as well as those students who need additional support. Working with guidance, the ESE, and RTI teachers, classroom teachers will be able to help develop and implement plans of instruction that will best serve these students.

Rationale for Evidence-based Strategy: Once again, Sneads High school is driven by data and relationships. Administration, faculty, and staff will use available data to identify needs of our students and will develop a plan to meet these needs. Additionally, building relationships with our students allows for administration, faculty, and staff to recognize when a student may need an additional push or support throughout the year, and assistance will be given when this is the case.

Action Steps to Implement

Working with guidance, the ESE and RTI teachers, classroom teachers will develop and implement instructional plans that will best serve this subgroup of students. Teachers will conference with parents as necessary to encourage support at home. Students will be encouraged to utilize learning labs and tutoring as needed in an effort to improve their performance.

Person Responsible: Kristy Halley (kristy.halley@jcsb.org)

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale: Based on most recent data available, 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.

Measurable Outcome: Our intended outcome is to see our SWD reach an achievement level of at least 45%.

Person responsible for monitoring outcome: Kristy Halley (kristy.halley@jcsb.org)

Evidence-based Strategy: The majority of students with disabilities at SHS are mainstreamed. 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 Steps to Implement

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 students' 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 are encouraged to use learning strategies classes, remediation labs, and tutoring as needed. Teachers will work with ESE dept. to keep them updated on materials being taught in the regular classrooms. Progress monitoring will help adjust educational methods to best serve the students.

Person Responsible Kristy Halley (kristy.halley@jcsb.org)

#7. Instructional Practice specifically relating to Science

Area of Focus	Science achievement is a constant area of focus. We want our students to be successful in all areas and helping them reach proficient levels on the Biology EOC is one of the major indicators that we are reaching goals.
Description and Rationale:	
Measurable Outcome:	Our intended outcome is that we will improve from a pass rate of 66% of students testing to 75% of students testing meeting proficient levels.
Person responsible for monitoring outcome:	Kristy Halley (kristy.halley@jcsb.org)
Evidence-based Strategy:	Teacher-made assessment data, along with other testing data, will be used to identify students' needs. Differentiated instruction will be implemented as needed, pull-out remediation/support in the Pirate Power lab along with before and after school tutoring will also be available to help struggling students.
Rationale for Evidence-based Strategy:	Rationale for focusing on science achievement is that our students' achievement levels factor in our overall school grade, and more importantly, we want our students to see success. Sneads High School is driven by data and relationships. Teachers and staff will not only use available data to adjust instruction, but they also recognize when a student may need additional support and provide that throughout the year.

Action Steps to Implement

Science teachers will follow course code descriptions along with curriculum maps and incorporate research-based instructional methods in their classrooms. 9th grade students will take environmental science in an effort to build some scientific background knowledge, and 10th grade students will take biology in hopes that the aforementioned background knowledge along with their maturity, will aid in mastering biology standards so that they perform well on the EOC exam.

Interim assessments and teacher-made assessments will be used to monitor effectiveness and results will determine educational changes needed to address the needs of our students. Struggling students will benefit from differentiated instructions, tutoring in power lab, and before and after school as needed.

Person Responsible Kristy Halley (kristy.halley@jcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Due to the COVID-19 pandemic, the look and feel of our school year is unlike any other. Students having the option of attending SHS via the district's innovative, virtual option (iJackson) has greatly affected our campus. Approximately one-quarter of our student population has started the year in this virtual platform. With students at home, and not on campus, student engagement is a priority. Administration, faculty, staff, parents--all stakeholders, really--must work together to help keep students engaged with their classes and coursework in order for them to be successful. Finding ways to boost engagement is definitely a hurdle for our classroom teachers. Utilizing the tools available on our LMS, Canvas, teachers will communicate with students and parents via email, videos, lesson modules, etc. Additionally, continuing the rigor found in traditional classroom settings will be implemented so that students see the need to work each day, in every class.

Another priority is school-wide safety. A safe, secure campus is conducive to learning. We strive to have 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 remained locked during the school day. Cameras are strategically place around campus. Safe places have been identified across campus and drills happen throughout the year. Additional safety measures have been implemented as a result of the COVID-19 pandemic. In addition to following CDC guidelines for temperature checks, social distancing and wearing of face masks, cleaning and disinfecting have increased. Safety protocols are in place for students, faculty, and staff, in the event of COVID exposure/infection. A definite sad sign of the times for some of the measures we are taking, but we are committed to student safety.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Sneads High School strives to provide optimum opportunities for parental involvement. Of course, the COVID-19 pandemic has affected certain "traditional" activities, such as open house and visitor access to our campus. Parents and visitors are welcome, but must abide by the same CDC guidelines as students and staff. Parents are encouraged to sign up for the parent portal on FOCUS, our online gradebook, so that they can monitor student progress. The district-adopted LMS, Canvas, will also allow for 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, FOCUS messenger, Canvas announcements, Remind messages, email, and phone calls. Parents are encouraged to become involved by attending school and district advisory meetings throughout the year. Student handbooks and district parent guides 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. Additionally, the school has a Facebook page to post announcements.

SHS has a positive relationship with the local business and religious community as well. Local churches often support students and teachers by providing meals or treats throughout the year, supporting FCA meetings, housing homecoming float building, and some even offer use of their facilities when needed for testing locations and sports banquets. Local businesses are always demonstrating support of our students by offering monetary and in-kind donations throughout the year for athletics as well as academic endeavors. Community members also donate throughout the year to the Sneads High School Foundation, which in turn uses funds to support teachers with extras needed in the classroom and awarding grants annually for teachers who apply to enrich their instruction.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
7	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00