

Jackson County School Board

Sneads High School



2021-22 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: 6/21/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 10/19/2021.

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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Sneads High School

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<http://shs.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Halley, Kristy	Principal	Campus educational leader; oversees all aspects of Sneads High School
Walden, Zane	Assistant Principal	Assists the principal as needed with administrative duties
Dowling, Rhianna	Teacher, K-12	School Advisory Council Chair; manages SAC and the school improvement plan; teaches intensive reading
Libs, Diana	School Counselor	Coordinates scheduling for students, testing dates and information, and behavioral, social, and academic services as needed; tracks graduation rate
Scott, Anna	Other	Response to Intervention services coordinator; works with identified students and works with faculty to identify those who may need intervention; develops intervention plans and tracks student progress

Demographic Information

Principal start date

Monday 6/21/2021, 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.*

6

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

359

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	109	82	96	71	358	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	31	30	17	97	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0	20	17	10	13	60	
Course failure in Math	0	0	0	0	0	0	0	0	0	5	3	3	4	15	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	34	13	23	13	83	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	26	10	4	5	45	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	34	13	23	13	83	

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	23	17	16	11	67

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	6	5	4	0	15	
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	5	5	3	22	

Date this data was collected or last updated

Monday 9/27/2021

2020-21 - 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	114	120	97	97	428
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	4	2	2	2	10
Level 1 on 2019 statewide ELA assessment	0	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	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

2020-21 - 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	114	120	97	97	428
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	4	2	2	2	10
Level 1 on 2019 statewide ELA assessment	0	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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	56%	56%	56%	55%	56%
ELA Learning Gains				51%	49%	51%	56%	58%	53%
ELA Lowest 25th Percentile				43%	41%	42%	58%	58%	44%
Math Achievement				44%	43%	51%	60%	58%	51%
Math Learning Gains				42%	39%	48%	51%	53%	48%
Math Lowest 25th Percentile				40%	33%	45%	48%	41%	45%
Science Achievement				66%	66%	68%	96%	96%	67%
Social Studies Achievement				77%	69%	73%	85%	73%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	58%	59%	-1%	55%	3%
Cohort Comparison						
10	2021					
	2019	52%	49%	3%	53%	-1%
Cohort Comparison		-58%				

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
2021					
2019	64%	61%	3%	67%	-3%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	65%	9%	70%	4%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	26%	50%	-24%	61%	-35%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	44%	6%	57%	-7%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	20	6		22	16		27				
BLK	33	41	29	16	10	8	26	21		86	21
MUL	50	33		8	9		60				
WHT	49	36	24	38	20		58	85		90	64
FRL	39	38	19	20	16	6	37	55		84	45

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	423
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	32
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	46
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

State assessment data for 2021 shows that passing/proficiency percentages dropped for each tested subject across all grade levels. Emerging trends seem to be that of a lack of foundational knowledge across all subject areas, which is caused, in part, to three consecutive interrupted school years due to natural disasters and a global pandemic.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In 2019, state testing data showed that the Algebra I EOC demonstrated the greatest need for improvement. The pass rate for our students was only 26%. Recent Algebra I and Geometry EOCs show that math is still an area demonstrating the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for the 2019 results 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 the fall of that school year. In the 2019-2020 school year, the math department has a different algebra teacher. While a veteran teacher, he had been out of a classroom for sometime and the challenge's of today's educational environment presented a struggle. He opted to leave at the end of that year which brought in yet, another new algebra teacher to our staff.

New actions would need to be supporting the newest algebra teacher (he is currently in his 2nd year at SHS) by providing a mentor teacher and subject area and classroom management PD when available. Additionally, supporting our low performing students by providing tutoring and remediation will need to be in place. Working with our ESE department, as well as with our RTI resource teacher, we can provide additional support for students receiving those services.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to our 2019 state testing data, our College and Career Acceleration component showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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:

ServSafe

Agritechnology Specialist

Agricultural Mechanics Specialist
 Agricultural Communications Specialist
 Agricultural Associate
 Adobe Certified Associate--Photoshop

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, Sneads High will need the support and buy-in from all stakeholders. A focus on learning targets is one of the strategies we are implementing this year. Faculty members need to show consistency in their classrooms with this focus so that students learn to be aware of what the goal each for each lesson in each class and can better judge if they are achieving these goals. Other strategies implemented this year include the adoption of new ELA curriculum. Teachers are now using StudySync in our ELA classes, and this curriculum not only challenges students with grade level material, but there are also components available for remediation and enrichment. Intensive reading classes have also adopted a new remediation program, Lexia PowerUp. We are hopeful the implementation of these programs will accelerate learning. Additionally, faculty, staff, parents, and students must work together to improve attendance. School attendance is a constant area of focus and good attendance is essential for accelerating student learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Faculty participated in professional development during pre-planning week to learn best practices for implementing learning targets and will participate in additional training throughout the year to ensure best practices are in place. ELA and reading teachers received training on new curriculum during the summer and have support from the district content area specialist throughout the year. Faculty and staff are continuously brainstorming ways to improve student attendance. This topic is also discussed during school advisory council meetings, where input from parents and community members is given.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

SHS has an RTI resource teacher, hired last January, who has been a huge support for our struggling students. She meets regularly with students in the RTI program to discuss grades and attendance and to help provide support on assignments, if needed. Students are responding positively to having an additional person holding them accountable. Parent contact is also made often with this service. Additionally, the RTI teacher works with faculty to identify students who may need additional support. The ESE department is always working to provide additional support for students receiving those services. Providing alternate testing locations and learning strategies classes are just a couple of ways they support our kids. Additionally, all students have access to Morning Lab, where they can get homework/assignment help, make up tests, subject area tutoring, etc. SHS also has an attendance clerk who works to contact parents when students are absent and encourages students to be at school--and to get here on time. She is often a liaison between teachers and parents to address attendance issues.

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 2021 state testing data, our ELA achievement levels have declined, with a significant decrease in our 10th grade scores. We have a large percentage of our 11th and 12th grade students who currently have not met the ELA graduation requirement.
Measurable Outcome:	Our intended outcome is that at least 60% of students will score a level 3 or higher on the 2022 FSA ELA assessment, with at least 55% of those testing making learning gains and 50% of our lowest 25% making gains as well. Additionally, we have a goal of seeing 100% of our current 12th grade students and 75% of our 11th grade students needing an ELA score for the graduation requirement, meeting this requirement.
Monitoring:	Teachers and administration will use available testing data from the STAR assessment (our District's adopted progress monitoring tool for the 2021-2022 school year), Lexia PowerUp placement, teacher-made assessments and the results from FSA retakes, ACT and SAT exams to monitor student progress toward the desired outcome. Monthly "huddle meetings" with faculty and administration are used as a time to discuss student progress, successes and areas of improvement. Implementation of new strategies, and adjustment of current strategies are also discussed during these meetings.
Person responsible for monitoring outcome:	Kristy Halley (kristy.halley@jcsb.org)
Evidence-based Strategy:	Assessment data will be used to identify the greatest area of 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 with before and after school tutoring. Those students qualifying for RTI services will also receive additional support from our RTI resource teacher. ESE students will gain added support from the ESE department with services such as a learning strategies class and classroom support from the ESE aides, when appropriate.
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, 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. The Lexia PowerUp remediation program, including differentiated, explicit small-group instruction, will be utilized to provide additional support for our lower level students. Supplemental materials 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, STAR testing, 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 the students. ELA teachers will 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 making learning gains, and 45% of our lowest 25% showing gains as well. We have an additional goal of seeing 100% of our 12th graders still needing a math score for a graduation requirement, meeting this requirement.
Monitoring:	The use of selected district progress monitoring tools, such as interim assessments, will be used along with teacher-made assessments and state retake testing data to monitor for the desired outcome. Instruction will be differentiated based on progress monitoring to meet the needs of the students.
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. Teachers will implement differentiated instruction to help meet the needs of their students. Students qualifying for ESE or RTI services will receive additional support from these departments. Remediation will be made available as deemed necessary and before and after school tutoring is available year-round.
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 instructional 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 remediation and tutoring before and after school. Teachers will use district-created interim assessments, as well as teacher-made assessments for progress monitoring. Results will be used to adjust instruction to better meet the needs of our students.

Person Responsible [no one identified]

#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:	The most recent available state testing data shows that 69% of our students were proficient on the History EOC. Our goal is to achieve a pass rate of at least 85% on the next assessment.
Monitoring:	The use of selected district progress monitoring tools will be used along with teacher-made assessments to monitor for the desired outcome. Instruction will be differentiated based on progress monitoring to meet the needs of the students.
Person responsible for monitoring outcome:	Kristy Halley (kristy.halley@jcsb.org)
Evidence-based Strategy:	Social studies teachers will follow course descriptions and district curriculum maps to guide instruction. Students in the 9th grade will take Visions and Pursuits 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. Additional support is given to students through our ESE department and with the help of our RTI resource teacher for those who qualify.
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 and before and after school tutoring when needed. Students who qualify for ESE and RTI services will also receive support from these departments.

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

#4. 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 55% of students testing to 75% of students testing meeting proficiency levels.
Monitoring:	The use of selected district progress monitoring tools will be used along with teacher-made assessments to monitor for the desired outcome. Instruction will be differentiated based on progress monitoring to meet the needs of the students.
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 along with before and after school tutoring. Students qualifying for ESE or RTI services will receive additional support from these departments.
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 and tutoring, as needed.

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

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	Based on recent testing data, 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.
Description and Rationale:	
Measurable Outcome:	Our intended outcome is to see our SWD reach an achievement level of at least 45%.
Monitoring:	The use of selected district progress monitoring tools, such as STAR testing and interim assessments, will be used along with teacher-made assessments and state retake testing data to monitor for the desired outcome. Instruction will be differentiated based on progress monitoring to meet the needs of the students.
Person responsible for monitoring outcome:	Kathy Arbona (katherine.arbona@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 more 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 the Federal requirement, 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 the ESE department to keep them updated on materials being taught in the general education classrooms. Progress monitoring will help adjust educational methods to best serve the students.

Person Responsible Kathy Arbona (katherine.arbona@jcsb.org)

#6. Instructional Practice specifically relating to Career & Technical Education**Area of Focus
Description
and Rationale:**

At the high school level, our main focus is to help our students experience success after high school. College and Career Readiness is a focus. Our College and Career Readiness Rate for 2020 was 54%. We would certainly like to see an increase in this area.

**Measurable
Outcome:**

College and Career Readiness Rate for 2022 will be 75% Achieving this increase will be the result of a combination of CTE Industry Certifications and Dual Enrollment success.

Monitoring:

This area of focus is monitored through the guidance department with credit checks, scheduling of courses, graduation checks and student progression. Data is also monitored with the principal each semester.

**Person
responsible
for monitoring
outcome:**

Kristy Halley (kristy.halley@jcsb.org)

**Evidence-
based
Strategy:**

Data-informed instruction and analysis of student data is the evidence-based strategy. Guidance, teachers, and our RTI resource teacher will work together to analyze student data and identify those needing support.

**Rationale for
Evidence-
based
Strategy:**

The rationale for this strategy is data-informed practices maintain the focus on the goal and track of progress.

Action Steps to Implement

Our guidance department will work to perform student progress checks at the end of each semester, tracking of student data in industry certification courses and dual enrollment courses. Success rates will be checked and reported to administration at the end of the year.

**Person
Responsible**

Diana Libs (diana.libs@jcsb.org)

Class scheduling will be based on previous year results and tracking of students. Priority placement of students will be provided for those who currently have not meet the College and Career Acceleration requirement.

**Person
Responsible**

Diana Libs (diana.libs@jcsb.org)

#7. 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 diploma and go on to become productive members of society. It is essential, then, that our graduation rate is a constant area of focus. The 2020 Graduation Rate was 89% and we would like to see this number increase.

Measurable Outcome: Our intended outcome is to see the 2022 Graduation Rate at 100%.

Monitoring: School Administrators, Guidance Counselor and RTI Specialist will use data to inform effective interventions and track student data toward graduation requirements.

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 track for graduation by using data-informed decision making and tracking of student performance through graduation checks.

Rationale for Evidence-based Strategy: Data-informed decision making is proven effective in meeting targets through focused efforts in response to data.

Action Steps to Implement

Create and utilize graduation checklist with students to ensure correct amount and appropriate credits are earned, testing requirements are met, and GPA is met. Student data chats.

Person Responsible Diana Libs (diana.libs@jcsb.org)

Utilize federal funds to administer concordant assessments for ACT and SAT.

Person Responsible Diana Libs (diana.libs@jcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the discipline data provided, Sneads High has a "high" rating for drug/public order incidents, reporting 3.7 incidents per 100 students. This rate is greater than the state high school rate of 3.3 per 100 students. The majority of incidents reported are tobacco related.

In an effort to monitor and curtail this behavior, SHS has reactivated the Students Working Against Tobacco, S.W.A.T club. This club's purpose is to educate students on the dangers of tobacco use. Programs, signage, and other publications are available for students. Additionally, faculty, staff, administration, and our SRO monitor student movement and keep an eye out for suspicious behavior and/or devices, such as vapes.

Students found using or in possession of such items face district mandated discipline procedures, such as going to short term alternate placement at our alternative school.

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.

Sneads High School strives to create a positive culture and environment for our students. Faculty and staff make an effort to get to know our student population in order to best meet their needs and to make them feel safe. Efforts are made to provide extra-curricular activities that will appeal to the various interests of our students. Students have an opportunity to participate in FFA, Beta Club, FFEA, marching and concert band, student council, SWAT, robotics, academic bowl team, and chess club. Our athletic department also has a variety of sports available for students, such as football, volleyball, beach volleyball, girls and boys basketball, cross country, weightlifting, track and field, cheerleading, baseball, softball, and even a bass fishing team. Participation in such activities allows for students to form friendships, set and achieve goals, and become more well-rounded. Additionally, students will see a different side to faculty and staff who are in charge of such activities and those who attend extra curricular events. They see adults who care for and support them. Often, you will hear staff talking with a student about the previous day's game, an upcoming service project or contest. Conversations such as these help form relationships that are so important for student success.

Teachers present students with Pirate Praise notes throughout the year to recognize students for exhibiting great behavior, improved grades or attendance, or for simply doing a good deed. Also, this year, administration has created a student of the month program to recognize two students from each grade monthly who exemplify "Pirate Pride."

Teachers and staff are also to be considered when creating a positive environment. At SHS, we have good people. Staff members are always willing to help out a co-worker with a project. Support from administration is tangible.

The support SHS gets from the community also works to create a positive school culture and environment. We are grateful to have several civic groups, churches, and businesses who regularly offer donations--in kind and monetary--to help ensure our students have the tools they need to be successful.

Sneads High School may be a small, rural school, but often, the best things come in small packages!

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Sneads High School strives to provide optimum opportunities for involvement for all stakeholders.

Involvement of parents and community members creates a positive culture and environment on our campus. When students see others taking an interest in their education, it makes a difference.

Parents and visitors are welcome, but must abide by current CDC guidelines when on campus. 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.

Grades are updated often and printed progress reports and report cards are available upon request. 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 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 supplies, meals, and treats throughout the year, supporting FCA meetings, housing homecoming float building, and some even offer use of their facilities when needed for testing locations or sports banquets. Local businesses are always demonstrating support for our students by offering monetary and in-kind donations throughout the year for both athletic and academic endeavors. Community members also donate to the Sneads High School Foundation, which in turn uses funds to support teachers with extras needed in the classroom by awarding grants annually for teachers who apply to enrich their instruction.

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: Science	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
7	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
Total:			\$0.00