



---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Sneads High School

8066 OLD SPANISH TRL, Sneads, FL 32460

<http://shs.jcsb.org>

## Demographics

**Principal: Hunter Nolen**

Start Date for this Principal: 7/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	78%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (48%) 2018-19: B (56%) 2017-18: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI

\* 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 10/18/2022.

## 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](http://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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Sneads High School

8066 OLD SPANISH TRL, Sneads, FL 32460

<http://shs.jcsb.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>High School 9-12</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>78%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>31%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	C		B	B

## School Board Approval

This plan was approved by the Jackson County School Board on 10/18/2022.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Sneads High School will educate and prepare each student for college, career, and life.

#### Provide the school's vision statement.

100% Student Success

### School Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Dewitt, Steve	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 Chair; manages SAC and the school improvement plan; teaches English I and intensive reading
Scott, Anna	Other	Response to Intervention services coordinator; provides support for identified students and works with faculty to identify those who may need intervention; develops intervention plans and tracks student progress
Libs, Diana	School Counselor	Coordinates scheduling for students, testing dates and information, behavioral, social, and academic services as needed; tracks graduation rate
Pavuk, Ashley	Teacher, K-12	Geometry and Algebra II teacher
Thomas, Laura	Teacher, K-12	Biology teacher
Williams, Christina	Teacher, K-12	Social Science teacher
Cloud, Tracy	Teacher, K-12	Media specialist, career and research teacher

### Demographic Information

#### Principal start date

Friday 7/1/2022, Hunter Nolen

**Number of teachers with a 2022 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.*

0

**Number of teachers with a 2022 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**

20

**Total number of students enrolled at the school**

354

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

3

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

3

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	101	87	81	85	354
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	14	7	11	43
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	12	20	13	9	54
Course failure in Math	0	0	0	0	0	0	0	0	0	2	1	3	3	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	23	22	21	16	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	15	17	9	4	45
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	23	17	14	15	69

**Using the table above, complete the table below with the number of students by current grade level who have 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	10	19	8	11	48

Using current year data, complete the table below with the number of students identified as being "retained.":

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	7	3	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	6	3	4	24

Date this data was collected or last updated

Friday 8/19/2022

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	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

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	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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	48%	51%				56%	56%	56%
ELA Learning Gains	41%						51%	49%	51%
ELA Lowest 25th Percentile	20%						43%	41%	42%
Math Achievement	26%	25%	38%				44%	43%	51%
Math Learning Gains	32%						42%	39%	48%
Math Lowest 25th Percentile	42%						40%	33%	45%
Science Achievement	63%	33%	40%				66%	66%	68%
Social Studies Achievement	58%	42%	48%				77%	69%	73%

**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

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	
2022						
2019	64%	61%	3%	67%	-3%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	74%	65%	9%	70%	4%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	26%	50%	-24%	61%	-35%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	50%	44%	6%	57%	-7%	

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	8	22	13	12	29	36	30	70		83	
BLK	30	34	20	21	32		26	33		95	38
WHT	46	45	22	30	33	37	73	66		89	75
FRL	35	36	14	24	31	42	54	55			
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

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

<b>Students With Disabilities</b>	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
<b>English Language Learners</b>	
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
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
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
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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	52
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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 2022 shows that our passing percentages/proficiency percentages need improvement across the board. Emerging trends seem to be that of a lack of foundational knowledge across all subject areas. Subgroups that didn't meet Federal Index requirements included our students with disabilities, black students, and economically disadvantaged students. Trends emerging across these subgroups are a reduction in proficiency for ELA and math with each group.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Our English lowest 25th percentile demonstrates the greatest need for improvement based on the 2022 testing data. Only 20% of these students demonstrated proficiency. The subgroup demonstrating the greatest need for improvement is our SWD. Only 8% were proficient in ELA and 12% were proficient in math.

**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 our L25 and SWD kids would include students with a history of reading deficiencies and the implementation of a new curriculum with new state standards. Actions needed are to identify these students and provide them with the proper support via our ESE department, RTI services, and intensive reading classes.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Math learning gains in our lowest 25% showed the most improvement, improving from 3% to 42%! Math learning gains in general increased from 17% to 32%.

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

Knowing our student population and identifying these lower-level students helped the math department provide additional support for them throughout the school year. Working with the district curriculum maps and completing interim assessments helped teachers see who needed additional support. Remediation and tutoring was provided throughout the year.

**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 a strategy we implemented last 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 this year include the use of 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 which allow for better differentiation. Complete implementation of Florida's B.E.S.T. standards in ELA and math courses along with preparing for the changes in state assessments will also work to 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.**

ELA and reading teachers received training on the new B.E.S.T. standards and state assessments and have support from the district content area specialist throughout the year. Math teachers also received training on their new standards. 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, who is 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.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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 2022 state testing data, we did show improvement in our learning gains percentage; however, our overall proficiency level dropped 5 percentage points.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Our intended outcome is 60% of students testing will demonstrate grade-level proficiency on the new F.A.S.T. progress monitoring assessment. Additionally, we have a goal of seeing 100% of our current 11th and 12th grade students still needing an ELA score for the graduation requirement, meeting this requirement.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers and administration will use available testing data from the state's new F.A.S.T. progress monitoring assessment, STAR assessments, 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:**

Steve Dewitt (steve.dewitt@jcsb.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 provided 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](http://www.floridastudents.org) will be made available. F.A.S.T progress monitoring 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**

Steve Dewitt ([steve.dewitt@jcsb.org](mailto:steve.dewitt@jcsb.org))



**#2. Instructional Practice specifically relating to Math****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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 are well below our goals for achievement and we aim to see improvement and growth in the coming year.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Our intended outcome is to reach a math achievement level of 50%. 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:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

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:**

Steve Dewitt (steve.dewitt@jcsb.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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** Steve Dewitt (steve.dewitt@jcsb.org)

**#3. Instructional Practice specifically relating to Social Studies**

**Area of Focus**

**Description and**

**Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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 and the Florida Civic Literacy Exam are essential in developing knowledgeable, productive citizens

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Our goal for social studies achievement is 75% proficiency on both the U.S. History EOC and Florida Civic Literacy Exam.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

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:**

Steve Dewitt (steve.dewitt@jcsb.org)

**Evidence-based**

**Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Social studies teachers will follow course descriptions and district curriculum maps to guide instruction. 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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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** Steve Dewitt (steve.dewitt@jcsb.org)

**#4. Instructional Practice specifically relating to Science****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Our intended outcome is that 80% of students testing will demonstrate proficiency.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

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:**

Steve Dewitt (steve.dewitt@jcsb.org)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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** Steve Dewitt (steve.dewitt@jcsb.org)

**#5. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Our intended outcome is to see our SWD reach an achievement level of 100%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The use of state progress monitoring assessments, and 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:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The rationale for this focus is simply we want all SHS students to achieve success and we believe that by working together, we can help them achieve this goal.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on recent testing data, the black/African-American subgroup at SHS did not meet the Federal Points Index achievement requirement; therefore, we will create a focus this year to help these students reach higher achievement levels.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Our intended outcome is that 100% of the students in this subgroup will meet achievement levels in all areas.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The use of state progress monitoring assessments, and 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:**

Steve Dewitt (steve.dewitt@jcsb.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

SHS faculty strives to learn our student population and work with students and all stakeholders to provide support in all areas to foster student success. Faculty and staff will work with this subgroup of students to address barriers that go beyond those for the population as a whole in order to see all students succeed.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Rationale for this focus is that we want all SHS students to achieve success.

**Action Steps to Implement**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Working with the ESE department, RTI resource teacher, guidance counselor, and the school mental health counselor(s) teachers will develop a plan for success for students in this subgroup. Teachers will use information gained from support staff to better understand students in this subgroup in order to help them reach goals. Teachers will also conference with parents to gain an understanding of what might help the student.

**Person Responsible**

Steve Dewitt (steve.dewitt@jcsb.org)

**#7. ESSA Subgroup specifically relating to Economically Disadvantaged**

**Area of Focus**

**Description and**

**Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on recent testing data, the economically disadvantaged students subgroup at SHS did not meet the Federal Points Index achievement requirement; therefore, we will create a focus this year to help these students reach higher achievement levels.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Our intended outcome is that 100% of the students in this subgroup will meet achievement levels in all areas.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The use of state progress monitoring assessments, and 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:**

Steve Dewitt (steve.dewitt@jcsb.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

SHS faculty strives to learn our student population and work with students and all stakeholders to provide support in all areas to foster student success. Faculty and staff will work with this subgroup of students to address barriers that go beyond those for the population as a whole in order to see all students succeed.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Rationale for this focus is that we want all SHS students to achieve success.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Working with the ESE department, RTI resource teacher, guidance counselor, and the school mental health counselor(s) teachers will develop a plan for success for students in this subgroup. Teachers will use information gained from support staff to better understand students in this subgroup in order to help them reach goals. Teachers will also conference with parents to gain an understanding of what might help the student. Additionally, our district has a homeless liaison on who works to ensure our McKinney-Vento students have everything they need in order to be successful. She meets with students to discuss needs (clothing, food, school supplies, etc.) and works with families to help secure housing when necessary. The district also provides free breakfast and lunch for students, Internet hot spots for those who lack internet access at home, and a Chromebook with which to complete school assignments.

**Person Responsible** Steve Dewitt (steve.dewitt@jcsb.org)

**#8. Instructional Practice specifically relating to Career & Technical Education**

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

College and Career Readiness Rate for 2022 will be 100% Achieving this increase will be the result of a combination of CTE Industry Certifications and Dual Enrollment success.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

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:**

Diana Libs (diana.libs@jcsb.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

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

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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. Additionally, 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)



**#9. Instructional Practice specifically relating to Graduation**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Our intended outcome is to see the 2023 Graduation Rate at 100%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

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:**

Steve Dewitt (steve.dewitt@jcsb.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Data-informed decision making is proven effective in meeting targets through focused efforts in response to data.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**Person Responsible**

Diana Libs (diana.libs@jcsb.org)

**#10. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Sneads High School is a Title I, Part A Schoolwide Program. Improving student achievement is the rationale for serving all students to improve the overall performance of the entire school.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Improve performance in all graded areas for all subgroups measured on the state accountability system for 2023 in alignment with the Areas of Focus stated within this Schoolwide Improvement Plan.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The Principal, School Improvement Chair, School Leadership Team, School Advisory Council and the Director of Federal Programs will monitor implementation of the program and measure its effectiveness through progress monitoring data through FAST and District assessments.

**Person responsible for monitoring outcome:**

Steve Dewitt (steve.dewitt@jcsb.org)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Strategies for improvement are identified in the other Areas of Focus within the School Improvement Plan and in the action steps below for the major activities of federally funded education programs.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The rationale for all strategies chosen are to improve student achievement. More detail is provided for each strategy in the Area of Focus above.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

CNA and SWP Development- The Principal and Director of Federal Programs conduct a comprehensive needs assessment interview during the Spring prior to the current school year to gauge the needs of the school based on current available data. This document is provided to the SIP Chair that provides it to the School Advisory Council to review in May. This serves as a draft form of the Schoolwide Program Plan. This document is then used to develop the Schoolwide Improvement Plan in floridacims.org using the State Template.

**Person Responsible**

Steve Dewitt (steve.dewitt@jcsb.org)

Extended Learning Opportunities: the District provides access to extended learning opportunities through Title V, ESSER II, and ARP funds. After-school tutoring and summer school programs are available to all students

**Person Responsible**

Steve Dewitt (steve.dewitt@jcsb.org)

Enriched and Accelerated Curriculum- Schools utilize their core curriculum content, supplemental curriculums, and computer assisted instructional models to develop an enriched curriculum that is rigorous

and relevant to the needs of the student to improve academic achievement. These programs are blended with state, local, and federal funds.

**Person Responsible** Steve Dewitt (steve.dewitt@jcsb.org)

Transition Services- Incoming 9th graders are provided a school tour and orientation to discuss classes, graduation requirements, and extracurricular activities. An Open House for parents and students is provided for questions and answers from staff. Students with IEPs are provided transition services for post school success. Guidance helps with completing financial aid documents for postsecondary enrollment. Seniors can take OJT/DCT courses for work experience. A Career Fair is provided each year. Chipola College hosts a Senior Day.

**Person Responsible** Steve Dewitt (steve.dewitt@jcsb.org)

Professional Learning- utilization of Title I, Part A, Title II, Part A, ARP funding sources and general fund sources to provide professional learning on standards, utilization of purchased computer assisted instructional models, ESOL endorsements, Reading endorsements, and instructional practices.

**Person Responsible** Steve Dewitt (steve.dewitt@jcsb.org)

Title I, Part C- The Panhandle Area Educational Consortium (PAEC) Migrant Education Program has staff members that work as links between the district and the migrant families to identify and document the migrant eligibility of migrant youth, provide the data to the district data personnel and help to ensure that eligible migrant youth receive supplemental services that they may need beyond what the district can provide. In cases where students are no longer migrant-eligible, they may be able to receive continuation of services if they were enrolled in at least the 9th grade at the time their migrant eligibility expired.

**Person Responsible** Steve Dewitt (steve.dewitt@jcsb.org)

Title I, Part D- provides supports to high school students at-risk of not graduating due to not passing 10th grade ELA or Algebra 1 EOC by providing concordant testing opportunities at no cost for the ACT and SAT exams.

**Person Responsible** Steve Dewitt (steve.dewitt@jcsb.org)

Title II, Part A- provides 3-year VAM bonus for highly effective teachers, Beginning Teacher Program Support, professional learning support for teachers earning their Reading and/or ESOL Endorsements.

**Person Responsible** Steve Dewitt (steve.dewitt@jcsb.org)

Homeless Education support the unique needs of students experiencing homelessness with resources for educational needs, emergency housing, mental health supports, and attendance supports. Funds support the homeless liaison. Title IX, Homeless ARP funds, and donated funds support these activities.

**Person Responsible** Steve Dewitt (steve.dewitt@jcsb.org)

IDEA- The District utilizes funds for support staff to assist schools with process and procedures and additional staff to support ESE students.

**Person Responsible** Steve Dewitt (steve.dewitt@jcsb.org)

Food Service- Community Eligibility Provision for 100% free breakfast and lunch. Participation in snack program.

**Person Responsible** Steve Dewitt (steve.dewitt@jcsb.org)

State and Local Resources- The District allocates funds from state and local resources on a comparable basis utilizing per pupil calculations. Staffing is conducted using a formula utilized through Cognia Accreditation for equality and comparable staffing across the school types.

**Person Responsible** Steve Dewitt (steve.dewitt@jcsb.org)

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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. A new focus this year is to have each student involved in at least one thing...to encourage them to "plug in" somewhere. Students have an opportunity to participate in FFA, Beta Club, FFEA, FBLA, FCCLA, art club, 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 school culture and environment.

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. Parents are encouraged to sign up for the parent portal on FOCUS, our online gradebook, so that they can 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, ParentSquare/StudentSquare, FOCUS messenger, 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.