Sneads High School

2023-24

Schoolwide Improvement Plan (SIP)

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Sneads High School

8066 OLD SPANISH TRL, Sneads, FL 32460

http://shs.jcsb.org

School Board Approval

This plan was approved by the Jackson County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Nolen, Hunter	Principal	Campus educational leader, oversees all aspects of Sneads High School.
Dowling, Rhianna	Assistant Principal	Assists the principal as needed with administrative duties.
Scott, Anna	Teacher, K-12	School Advisory Chair, manages SAC and the school improvement plan as well as the parental engagement plan. Response to Intervention and Intensive Reading teacher. Provides support for identified students and works with faculty and staff 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 data.
Pavuk, Ashley	Teacher, K-12	Geometry and Algebra II teacher
Thomas, Laura	Teacher, K-12	Biology Teacher
Williams, Christina	Teacher, PreK	Social Science Teacher
Cloud, Tracy	Teacher, K-12	Media specialist, career and research teacher

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Sneads High School has developed our school improvement plan with the participation of the school leadership team. All were invovled in the development in providing important input into the 23-24 plan

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school improvement plan will be monitored for effectiveness reguarly and will be revised as needed. Data meetings will be conducted monthly with adminstration and teachers to monitor student progress. Student who are in intensive reading and math classes will be monitored throughout the school year through progress monitoring (formal/ informal) to ensure that gaps are being closed.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	78%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	

DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	49	50	41	48	51	46		
ELA Learning Gains				41			37		
ELA Lowest 25th Percentile				20			23		
Math Achievement*	31	42	38	26	25	38	30		
Math Learning Gains				32			17		
Math Lowest 25th Percentile				42			3		
Science Achievement*	59	60	64	63	33	40	53		
Social Studies Achievement*	76	65	66	58	42	48	71		
Middle School Acceleration					45	44			
Graduation Rate	80	85	89	92	62	61	89		
College and Career Acceleration	61	72	65	62	57	67	54		
ELP Progress			45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No

2021-22 ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	80

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	92

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	4	
ELL				
AMI				
ASN				
BLK	43			
HSP				
MUL				
PAC				
WHT	64			
FRL	53			

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL				
AMI				
ASN				
BLK	37	Yes	1	
HSP				
MUL				
PAC				
WHT	52			
FRL	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY (table title)

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			31			59	76		80	61	
SWD	24			23				30			4	
ELL												
AMI												
ASN												
BLK	39			18			60	50		25	6	
HSP												
MUL												
PAC												
WHT	50			34			63	84		70	6	
FRL	39			28			54	71		51	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	41	20	26	32	42	63	58		92	62	
SWD	8	22	13	12	29	36	30	70		83	0	
ELL												
AMI												
ASN												
BLK	30	34	20	21	32		26	33		95	38	
HSP												
MUL												
PAC												
WHT	46	45	22	30	33	37	73	66		89	75	
FRL	35	36	14	24	31	42	54	55				

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	37	23	30	17	3	53	71		89	54	
SWD	20	6	0	22	16	0	27					
ELL												
AMI												
ASN												
BLK	33	41	29	16	10	8	26	21		86	21	
HSP												
MUL	50	33		8	9		60					
PAC												
WHT	49	36	24	38	20	0	58	85		90	64	
FRL	39	38	19	20	16	6	37	55		84	45	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	43%	49%	-6%	50%	-7%
09	2023 - Spring	49%	50%	-1%	48%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	48%	-33%	50%	-35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	41%	-5%	48%	-12%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	47%	12%	63%	-4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	60%	16%	63%	13%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that showed the lowest performance was math acheivement at 30%. Factors that contibuted to this low performance was the lack of foundational math skills, teacher turnover in the Algebra 1 classes, student attendance and students are still showing areas of weakness due to the covid era.

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

Tha data component that showed the lowest decline was math. Factors such as students lacking important foundational math skills, teacher turnover, student attendance and the covid era have all contributed to this decline.

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

The data component that had the greatest gap when compared to the state average was math achievement. The factors that contributed to this gap could be contributed to teacher turnover, student attendance, the covid era and lack of foundational skills. Sneads High School offers foundational math skills for students who are below achievement levels in hopes to bridge the math gaps.

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

The data component that showed the most improvement was social studies achievement with a 76% acheivement rate for the 22-23 school year. Social studies teachers followed course descriptions and district curriculum maps to ensure that students were recieving quality instruction. Teachers also incorporated research based instructional methods into their classrooms.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is a huge concern for Sneads High school with 56 students having a rate of 90% or below. Students are missing vital instruction and impacts students in all educational areas. Another concern is testing achievement, in the 22-23 school year 157 students scored a level 1 on the ELA Assessment/ Algebra 1 EOC or Geometry EOC. Also, 42 students have a least two or more EWS indicators.

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

1. FSA ELA
2. FSA Math
3. Attendance
4. Graduation rate
5. SWD Improvement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

English/Language Arts achievement is a continuous area of focus. We would like to see our students succeed and reach proficient levels on the ELA assessments for their success. Based on the 2023 data from the FAST assessments, 46% of students were proficient where as the 2022 proficiency rate was 41%.

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

We would like to see 60% of students demonstrate grade-level proficiency on the 2024 FAST PM3 assessment. We would also like to see 100% of our 11th and 12th grade students still needing a score for graduation requirement meet 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:
Hunter Nolen (hunter.nolen@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Support will also be provided to ELA teachers from our
county reading specialist.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math achievement is an 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 2023-24 school 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 60% on both the Algebra 1 and Geometry EOC. We would also like to see 100% of our 11th and 12th graders still needing a math score for a graduation requirement meet the 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. Daily administration walk throughs.

Person responsible for monitoring outcome:

Hunter Nolen (hunter.nolen@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024.

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 80% proficiency on both the U.S. History EOC and Florida Civic Literacy Exam for the 2023-24 school year.

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:

Hunter Nolen (hunter.nolen@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024.

https://www.floridacims.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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 65% of students testing will demonstrate proficiency on Biology EOC.

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:
Hunter Nolen (hunter.nolen@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024.

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 60 in all areas for the 2023-24 school year.

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:

Hunter Nolen (hunter.nolen@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 60% 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:

Hunter Nolen (hunter.nolen@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024.

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 60% 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:

Hunter Nolen (hunter.nolen@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2024 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: May 2024

#9. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2024 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:

Hunter Nolen (hunter.nolen@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2024 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:

Hunter Nolen (hunter.nolen@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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

Person Responsible: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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

Person Responsible: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

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: Hunter Nolen (hunter.nolen@jcsb.org)

By When: May 2024

#11. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will recognize growth and celebrate progress in an effort to promote a positive culture. As a part of the Cognia accreditation process, stakeholders are required to complete a survey that measures stakeholder satisfaction, climate and culture.

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

The second administration of the Cognia survey shall demonstrate a 10% increase in positive associations with Marianna High School's climate and culture.

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

The leadership team shall review and share results from the initial Cognia survey and work with faculty and staff to implement changes needed to improve the climate and culture.

Person responsible for monitoring outcome:
Hunter Nolen (hunter.nolen@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Systems improvement model from Cognia is recognized as a high-yield strategy and part of the school turnaround strategies implemented by the program.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Receive feedback from stakeholders and turn into actionable data-decisions.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The District conducts a needs assessment for each school site identifying needs for academics, social well-being, and overall campus needs/wish list. Those needs are categorized and funding is identified to address the needs through the grants department and finance department. Special area funding, like UniSIG are used to address unique needs identified in the RFA for the purposes of supplementing the already established resources identified in June/July.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The methods of dissemination for the school improvement plan to be shared are through the school website and parent request. Sneads High School will also have a parent engagement event in November to assist parents with FOCUS,ParentSquare, completing FASFA forms, scholarship information, senior timeline and information and the dissemination of the school improvement plan as well as the parental engagement plan. A math and english night is also schecu8led in January 2024 to provide updated information about the school improvement plan as well as important FSA ELA scale scores and acheivement levels and achievement levels for the Algebra 1 EOC and Geoemetry EOC. Sneads High will also hold another parental engagement event for information about scholarships and FASFA in Febrauary. The school improvement plan will also be available for parents at this time.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Sneads High School is strengthening the academic program with in the school by teachers teaching bell to bell with an adjusted bell schedule as interruptions are kept to a minimum. Honors classes are being offered for students as well as dual enrollment and early admit for students who meet the requirements. CTE programs are being added strenghten our industry certification prgram. Sneads High School aims to employ highly qualified teachers in all areas.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

4- The District coordinates with all ESSA programs to enhance and provide supplemental services to improve the overall educational and well-being of students, staff, and parents. Title I Part A and Part D support graduation rates. Title I Part A and Title II improve teacher effectiveness. Title I Part A and Title III provide services for ELL students. Title IV and Title V provide extended learning programs. Title I Part A and IDEA support ESE services. Title I Part A, Mental Health and SRD support attendance and Homeless Students. Nutrition Programs support Head Start snacks and after-school tutoring snacks.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

1- Jackson County School District employs twelve district school mental health counselors and one mental health administrator. Upon a student self-reporting, parental report, or referral by Jackson County School District faculty or staff, individual screening services and mental health services will be provided by the district employed School Mental Health Counselors, once parental consent is obtained for services, within fifteen days of the referral being received by the Jackson County School Mental Health Administrator. Screening will then take place to assess the students' mental health status and present mental health needs of each referred student. If the assessment/screening reflects a need for services beyond the counseling services provided within the educational setting, a referral will be made to a local collaborating mental health agency /service provider/primary care provider chosen by the parent/ guardian in a collaborative effort to address the mental health needs of the student. The local collaborating mental health agency/service provider/primary care provider will be responsible for insurance billing for mental health services provided to assess, diagnose, and provide treatment/ recovery services. The local collaborating mental health agency/service provider will initiate services within thirty days of receipt of the referral. Jackson County School District presently has a total of fifteen Memorandum's of Understanding with local providers to assist our district in providing expeditious, individualized care to meet the needs of our students. The MOU's ensure our district's ability to collaborate the care of our students and outcomes for the individual. Jackson County School District collaborates with Life Management Center through a referral process for students to receive services

from the Mobile Response Team or Community Action Team to assist the students and parents in dealing with emotional and behavioral needs that will include family and student mental health services, health care, psychiatric evaluation, medication management (if necessary), case management services, and any other additional services necessary, as determined by service providers. Additionally, Jackson County School District collaborates with Northwest Florida Health Network, formerly Big Bend Community Based Care, to provide the opportunity for telehealth services for students through the usage of the Let's Talk Interactive technology at local school sites. The telehealth services platform is HIPAA compliant and has the capability to expand mental health and medical services available within the schools. Additionally, trauma informed care counseling group sessions are offered and conducted by the school mental health counselors that are trained in Bounce Back and Cognitive Behavioral Intervention for Trauma in Schools (CBITS), with consent granted by parents/guardians, for students that have experienced various forms of trauma.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Sneads High School students have numerous postseconday and workforce career opportunities. Sneads high partners with the Chipola Career Center in offering a career fair two times yearly to students. Students are able to inquire different career opportunites which may interest them. Chipola and Florida State University Panama City give students information sessions for their academic programs on parent engagement night. Local businesses and organizations visit campus frequently to promote local job opportunities. Jackson County School District offers vocational in house building and construction to mentor students with the intended end result being an apprenticeship. Chipola workforce opportunties for students are but not limited to are the welding program, automechanics. mechanical engineering and certified nursing assistant.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Currently, we have a reponse to intervention teacher on campus who helps idenitfy students who are struggling in the classroom academically and/ or behaviorally. RTI is a tiered approach to idenitfy and meet the needs of struggling students with targeted and intensive interventions. These can be provided by the basic classroom teacher, ESE teachers and staff members. The progress of the identified students is continuously monitored to assess their levels of performance. Interventions are based on the level of performance/ current educational needs as well as the response of the student to instruction. Students who are not making adequate progress with intensive interventions are usually referred for a full scale evaluation to consider eligibility for exceptional student education services. Sneads High School students who are in need of reading interventions are being served in an intensive reading class with reading endorsed teachers. Students who are struggling in math are placed in an intensive math class. Tier 2 and Tier 3 students use the check in/out intervention weekly with the RTI teacher.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

4- The District utilizes local and federal resources to support beginning teachers, provide mentors to struggling teachers, provide consultants to support classroom management and instructional best practices. The District supports school Professional Learning Communities that are focused on Marzano Learning Strategies or Standards-based Instruction. The District utilizes Title I Part A, Title II, and ESSER funds to support curriculum resource teachers, technology integration resources, and data

analysis. To recruit and retain teachers, the District provides VAM bonuses for high-impact teachers, provide Teacher Leadership Program, and supplements for mentoring new teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

5- Pre-K students at each school take a trip to kindergarten classrooms at their next school. They have an orientation to the classroom setting and tour of the school.
Parents of pre-k students receive orientation letters. There is articulation between staff at both campuses.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Instructional Practice: Social Studies	$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	$0.00
7	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged	$0.00
8	III.B.	Area of Focus: Instructional Practice: Career & Technical Education	$0.00
9	III.B.	Area of Focus: Graduation: Graduation	$0.00
10	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
11	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No