



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sneads High School
8066 OLD SPANISH TRL
Sneads, FL 32460
850-482-9007
<http://shs.jcsb.org>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 52%
Alternative/ESE Center No	Charter School No	Minority Rate 25%

School Grades History

2013-14 B	2012-13 A	2011-12 B	2010-11 A
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Sneads High School

Principal

Faye Parker

School Advisory Council chair

Jacqueline Watts

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Carolyn Duvall	Geography Teacher
Rhianna Dowling	Reading Teacher
Tracy Cloud	Media Specialist
Donna Braxton	Algebra I Teacher
John Shouse	Assistant Principal
Jackie Watts	Science Teacher

District-Level Information

District

Jackson

Superintendent

Mr. Steve R Benton, Sr

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Fay Parker, Principal
 Jackie Watts, SAC Chair and Teacher
 Katherine Arbona, ESE Teacher
 Rhianna Dowling, Reading Teacher/Parent
 Hope Campbell, Teacher
 Zane Walden, Teacher
 Ashley Harvey, Guidance Counselor
 Joyce Dudley, Paraprofessional/Parent
 Kim Barnes, Parent
 Nikki Powell, Parent
 Norman Rabon, Parent

Johnathon McDaniel, Business/Parent
Aliah Raines, Student
Brianna McCaffrey, Student
Tyeshia Smith, Student

Involvement of the SAC in the development of the SIP

School Advisory Council meets to provide an opportunity for all stakeholders to have time to communicate with each other, ask questions, get proper feedback, offer suggestions, gain insight and work together to solve problems that the school may be facing.

Activities of the SAC for the upcoming school year

The School Advisory Council will provide leadership, support and encouragement as opportunities present themselves throughout the year.

Projected use of school improvement funds, including the amount allocated to each project

School Advisory Council did not receive funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Faye Parker		
Principal	Years as Administrator: 5	Years at Current School: 28
Credentials	B.S. in Social Science and M.S. in Educational Leadership	
Performance Record	2012-2013: School Grade--Pending Percent Proficient: Reading--53%;Reading: LG--53% BQ LG--57% White--57%; Black--37%, ED--47%; SWD--31% Algebra EOC--75%; Bio EOC--80%; Geo EOC: 66% 2011-2012: School Grade--B Percent Proficient: Reading--51%; Math--54%; Writing--89% Learning Gains: Reading--58%;Math--46% Bottom Quartile Learning Gains: Reading--48%;Math--50% 2010-2011: School Grade: A Percent Proficient: Reading--44%; Math--69% Learning Gains: Reading--49%,Math--81% Bottom Quartile: Reading--42%; Math--72%	

John Shouse		
Asst Principal	Years as Administrator: 2	Years at Current School: 1
Credentials	M.S. Educational Leadership, UWF; B.A. Physical Education, USF John Shouse has 28 years of experience in education. Experience: TSA in Administration - 2009-2011. 2 year AP position 2011- 2012, 2012-2013	
Performance Record	2012-13 School Grade: Pending Percent Proficient: Reading--47%; Writing--39% Algebra EOC--63% Geometry EOC--70% Biology EOC--60% 2011-12 School Grade: B Percent Proficient: Reading--58%; Math--68%; Writing--83% Learning Gains: Reading--63%;Math--68% Bottom Quartile Learning Gains: Reading--71%;Math--49% 2010-2011 School Grade: B Percent Proficient: Reading--56%; Math--78%; Writing--88% Learning Gains: Reading--54%; Math--72% Bottom Quartile Learning Gains: Reading--40%; Math--63%	

Classroom Teachers

of classroom teachers

23

receiving effective rating or higher

23, 100%

Highly Qualified Teachers

100%

certified in-field

23, 100%

ESOL endorsed

1, 4%

reading endorsed

3, 13%

with advanced degrees

7, 30%

National Board Certified

1, 4%

first-year teachers

1, 4%

with 1-5 years of experience

3, 13%

with 6-14 years of experience

9, 39%

with 15 or more years of experience

10, 43%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Recruit--Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job opening for the district that is accessible on the World Wide Web.

Retain--Newly hired teachers are provided a mentor and district support through the beginning teacher program.

Retain--Professional development opportunities through the coordination of local, state and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge.

Retain--Provide resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc) for teachers to obtain their professional teaching certificate; become highly qualified in subject areas taught; and renewal of professional certificates for veteran teachers.

Retain--Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using Marzano frameworks.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Beginning teachers will be assigned a mentor teacher who is experienced in the classroom to be a resource and role model for exemplary professionalism as well as encouragement and support for successful completion of the beginning teacher program.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Specific SST Roles/functions (one person may sure more than one role)

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed

- Teacher – of the student whose needs are being addressed
 - Parent/Guardian – of the student whose needs are being addressed
 - Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists
- The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

- Lesson Plans
- District-wide Intervention Documentation Worksheets—documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions
- Review of on-going Progress Monitoring Results
- Walkthroughs
- Analyze/review student performance data in Grade Groups

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core (T1 *monitored 3x yr) Data Sources: *ThinkLink (reading, math, science) FCAT (reading, math, science, writing- as applicable) *Jackson County Writes, *Office Discipline Referrals
Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS
Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly) Data Sources: ThinkLink probes (reading, math, science), FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading),
Think Through Math (3-12), Office Discipline Referrals
Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Staff Liaison on the SST will continue to collaborate with grade groups on the MTSS process and new teachers will receive training as needed. Parents are encouraged through parent/teacher conferences, phone calls and written invitations to actively participate in the MTSS process for his/her child. The district wide MTSS coordinator will continue to provide district wide trainings, onsite trainings and consultation as needed throughout the school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 60

Three (reading, math, and science) teachers will be scheduled to stay after school with Level 1 and 2 students who need extra assistance.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will plan instruction on student needs basis. Progress monitoring test scores will be used to determine student individual needs.

Who is responsible for monitoring implementation of this strategy?

Principal, Faye Parker

Strategy: Before or After School Program

Minutes added to school year: 60

Teachers will make themselves available before, during their planning, and after school on an "as needed" basis. Students make arrangements with teachers about dates and time needed.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will keep a log sheet to record student attendance for extra assistance.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tracy Cloud	Media Specialist
Rhianna Dowling	Reading/English Teacher
Karen Hall	English Teacher
Kathleen Pollocks	Intensive Reading Teacher
Linda McDaniel	English Teacher

Name	Title
Kathy Arbona	Intensive Reading/ESE
Cyndy Fuller	History Teacher
Faye Parker	Principal

How the school-based LLT functions

LLT meetings are held when a student is in need of services or when it is necessary to evaluate the effectiveness of literacy programs. (minimum monthly) Programs are evaluated and modified to ensure the success of students.

Major initiatives of the LLT

The major initiatives of the LLT are to create programs that the lower 25% and low performing sub-groups become successful readers. Progress monitoring tools will be put in place to track student performance and help teachers make modifications to their curriculum to help students.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

1. All teachers will use reading strategies in their instruction of their content area.
2. All teachers have agreed to use relevant reading materials from various print sources in their classrooms as deemed appropriate.
3. All teachers are incorporating the common core standards for literacy and writing in their classes.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Sneads High School offers career and technical education classes in the areas of agriculture, culinary arts, textile production, early childhood education, newspaper/journalism, television production and computer technology such as webpage design. Students are encouraged to compete in a variety of competitions such as forestry, livestock judging, and communication. Honors classes in core subjects such as English, math, science, and history are offered to students. Dual enrollment English 1101 and 1102 are offered on school campus. Students are also encouraged to take dual enrollment classes at Chipola College.

Classroom teachers use varying activities to stress relevance to real world applications of subject matter and increase in each course.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Sneads High School encourages each student to choose his/her classes based on their academic needs and personal interests. Graduation requirements are taken under consideration in addition to student preferences for elective study. Students are encouraged to take the PLAN test in tenth grade to help students identify areas of interest along with college preparation goals. Seniors are encouraged to attend a college night where local colleges and universities make a presentation about opportunities available. In addition, each spring seniors are taken to the Jackson County Career Fair.

Strategies for improving student readiness for the public postsecondary level

Sneads High School is actively involved in helping better prepare our students at the postsecondary level. SHS offers two college prep courses, Math for College Readiness and Reading for College Readiness. Both of these courses are designed to increase students' level of academic achievement in college. SHS also offers an ACT prep class as an elective to students in grades 11-12. This course is designed to help students increase ACT scores by increasing their content knowledge and test taking strategies. Furthermore, the guidance counselor and reading teachers annually participate in the ACT College and Career Readiness Workshop in order to stay abreast of local and national trends. Each fall, students and parents are invited to SHS College and Career Night. The event is hosted by the SHS Guidance Department and provides a vast array of college and career vendors at our students' disposal. A representative from Florida Department of Education is usually in attendance to provide students valuable information concerning the Florida Financial Aid and Scholarship Programs. About 40-48% of our graduating seniors are usually eligible for Florida scholarships.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	53%	No	64%
American Indian				
Asian				
Black/African American	40%	37%	No	46%
Hispanic	70%		No	73%
White	64%	57%	No	68%
English language learners				
Students with disabilities	22%	31%	Yes	30%
Economically disadvantaged	55%	47%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	22%	29%
Students scoring at or above Achievement Level 4	55	32%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	92	53%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	25	57%	50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	13	31%	41%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	43	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**High School Mathematics****Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	95	77%	82%
Students in lowest 25% making learning gains (EOC)	76	62%	67%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	25%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	58%	60%
Students scoring at or above Achievement Level 4	18	17%	18%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	29%	32%
Students scoring at or above Achievement Level 4	29	38%	39%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	58%	60%
Students scoring at or above Achievement Level 4	38	17%	18%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	88	22%	25%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		98%	99%
Students taking one or more advanced placement exams for STEM-related courses	0		
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	0		
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	26	23%	15%
Students in ninth grade with one or more absences within the first 20 days	54	14%	10%
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0	16	4%	3%
Students who fail to progress on-time to tenth grade	3	3%	2%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	16	4%	3%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	3	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	67	68%	69%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	10	50%	75%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	16	16%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Sneads High School will strive to provide optimum opportunities for parental involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Sneads High School will decrease the number of non-proficient students in FCAT Reading.
- G2.** The percentage of Sneads High School tenth grade students achieving proficiency (3.5) will increase by 1% each year on Florida Writes 2.0.
- G3.** Sneads High School will decrease the number of non-proficient students on 2014 Algebra I EOC.
- G4.** Sneads High School will decrease the number of non-proficient students in 2014 Biology I EOC.

Goals Detail

G1. Sneads High School will decrease the number of non-proficient students in FCAT Reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Three highly-qualified and reading endorsed teachers; teachers are committed to working together to meet student needs; classroom libraries in most classrooms for student use; School library available for student and teacher use

Targeted Barriers to Achieving the Goal

- Students lack motivation or enthusiasm for reading
- Varying student needs

Plan to Monitor Progress Toward the Goal

Teachers will use data from progress monitoring to drive instruction and provide for differentiated instruction to address varying student needs.

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

2014 FCAT Reading scores

G2. The percentage of Sneads High School tenth grade students achieving proficiency (3.5) will increase by 1% each year on Florida Writes 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- Highly qualified teachers, Florid Next Generation Sunshine State Standards resources, Volunteer outside objective essay reader/scorers, Calibrated/Anchor Essays from Florida DOE, Professional Development Scoring Training

Targeted Barriers to Achieving the Goal

- Student Motivation
- Non-English teachers' time spent teaching his/her own subject matter and preparing for EOC tests, i.e. lack of consistent writing across the curriculum in content areas (expository & persuasive)

Plan to Monitor Progress Toward the Goal

Increased student achievement on practice writing assignments

Person or Persons Responsible

Karen Hall

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

2014 Florida Writes

G3. Sneads High School will decrease the number of non-proficient students on 2014 Algebra I EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Highly-qualified teachers, Florida Edition Algebra I textbooks, Florida Item Specification resources, supportive administration, intensive math class for level 1 and 2 students, Math consultant, Linda Walker, online review sites, Instructional Focus Calendar

Targeted Barriers to Achieving the Goal

- Varying student needs and low student interest level

Plan to Monitor Progress Toward the Goal

DEA results and other assessment data

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Increase in DEA scores and Algebra I EOC scores

G4. Sneads High School will decrease the number of non-proficient students in 2014 Biology I EOC.

Targets Supported

- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Two highly-qualified teachers, two fully equipped science labs, Florida Edition Biology textbooks, Florida Item Specifications resources, EOC online review sites, and supportive administration

Targeted Barriers to Achieving the Goal

- Student interest level and varying student needs
- Limited knowledge of science literacy (vocabulary)

Plan to Monitor Progress Toward the Goal

Student progress on 2013-14 DEA and 2014 Biology EOC

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Increase in 2013-14 DEA results and 2014 Biology EOC scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Sneads High School will decrease the number of non-proficient students in FCAT Reading.

G1.B1 Students lack motivation or enthusiasm for reading

G1.B1.S1 Assign relevant reading material for each subject.

Action Step 1

Choose relevant reading material as deemed appropriate to reinforce content

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Throughout the year as appropriate

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Check teacher lesson plans

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Completion of Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

Student surveys, student grades, FCAT Reading Scores, DEA scores, FAIR, AR, and teacher-made assessments

Person or Persons Responsible

Principal, classroom teachers, literacy team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Increase in student perceptions that "school motivates me"; learning gains on Reading progress monitoring and 2014 Reading FCAT scores

G1.B1.S2 Encourage students to find reading materials in which they are interested.

Action Step 1

Students will be encouraged to choose Accelerated Reader/library books that interest them.

Person or Persons Responsible

English and Reading Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student completion of reading points assigned

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Monitor student progress in the AR program

Person or Persons Responsible

Reading and English Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Completion of student assigned AR points each nine weeks

Plan to Monitor Effectiveness of G1.B1.S2

AR testing and number of points

Person or Persons Responsible

English and Reading Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Completion of student AR points each nine weeks

G1.B1.S3 Engage students in higher level thinking as prescribed by English/Language Arts Common Core State Standards.

Action Step 1

English/Language Arts CCSS will be incorporated in all classes.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher lesson plans

Facilitator:

Common Core State Standards Workshop in Jacksonville, Florida--- Rhianna Dowling, Tracy Cloud, Carolyn Duvall, Jackie Watts and Faye Parker attended the state training. In pre-planning in-service activities, the entire faculty was trained on incorporating English/Language Arts CCSS in their classes.

Participants:

Sneads High School Faculty

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Use of the ELA CCSS in all classes

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student work and teacher lesson plans

Plan to Monitor Effectiveness of G1.B1.S3

DEA CCSS assessments and other assessments

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Increase in student proficiency levels

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Varying student needs

G1.B2.S1 Teachers will use data from FCAT and DEA results to drive instruction and plan differentiated assignments to support student motivation.

Action Step 1

Identify students in targeted subgroups.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Identify Level 1 and 2 students at the beginning of the school year. Identify target areas after DEA and FAIR testing throughout the year.

Evidence of Completion

Exported data from Performance Matters and student data analysis documentation

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Data analysis documentation and teacher lesson plans

Person or Persons Responsible

Principal and/or Designee

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Check lists and online files

Plan to Monitor Effectiveness of G1.B2.S1

Teachers will use data from progress monitoring to drive instruction and provide for differentiated instruction to address varying student needs.

Person or Persons Responsible

Administration and classroom Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

2014 Reading FCAT results

G2. The percentage of Sneads High School tenth grade students achieving proficiency (3.5) will increase by 1% each year on Florida Writes 2.0.

G2.B1 Student Motivation

G2.B1.S1 End of school year field trip

Action Step 1

Plan and announce end-of-year reward trip Announce to students in September, 2013

Person or Persons Responsible

Karen Hall (teacher), J. Shouse (Assistant Principal), F. Parker (Principal)

Target Dates or Schedule

May 2014

Evidence of Completion

Activity Forms, Bus Request, Lesson Plans/Announcement to Students

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Principal/Assistant Principal will make sure reward trip is announced to students and planned accordingly. Administration will make sure time and resources are provided to carry out the end-of-the-year reward trip. Date and times will be recorded on school calendar.

Person or Persons Responsible

Administration

Target Dates or Schedule

September of 2014

Evidence of Completion

List of students who participate in the reward trip

Plan to Monitor Effectiveness of G2.B1.S1

Reward trip is scheduled and carried out.

Person or Persons Responsible

Teacher and Administration

Target Dates or Schedule

After student scores are in after 2014 Florida Writes 2.0, then students will be invited to participate in the reward trip.

Evidence of Completion

Student Participation in rewards trip

G2.B1.S2 Use positive competition among 10th grade classes

Action Step 1

Offer class reward (free day, ice cream day, etc.) for the class who averages the highest score on Jackson County Writes practice writing test (for each administration)

Person or Persons Responsible

Karen Hall

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson Plans, Activity Form, Administration approval

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Principal/Assistant Principal will make sure time and resources are provided for class rewards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Dates to be announced

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S2

Student scores on writing assignments

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

2014 Florida Writes 2.0 and other writing assessments

G2.B1.S3 Research and find ways to help students find intrinsic motivation

Action Step 1

Research, read, watch video training of research-based methods to improve student motivation

Person or Persons Responsible

Karen Hall, All Classroom Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Professional Learning Community Meetings and Discussion Forums

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Professional Learning Community meetings and discussion forums

Person or Persons Responsible

Administration

Target Dates or Schedule

First Semester, 2013-14 school year

Evidence of Completion

Copies of meeting minutes and discussion forums notes

Plan to Monitor Effectiveness of G2.B1.S3

Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Completion of Lesson Plans

G3. Sneads High School will decrease the number of non-proficient students on 2014 Algebra I EOC.

G3.B1 Varying student needs and low student interest level

G3.B1.S1 Use differentiated instruction in the classroom.

Action Step 1

Use DEA data and teacher assessments

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Exported data from Performance Matters and student data documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor teacher lesson plans for documentation of differentiated instruction strategies and make frequent informal classroom visits

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher evaluation

Plan to Monitor Effectiveness of G3.B1.S1

Student progress on DEA and other assessments

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Throughout the year

Evidence of Completion

Algebra I EOC scores

G3.B1.S2 Provide after-school tutoring

Action Step 1

Provide after-school tutoring opportunities

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

After-school tutoring sign-in sheet

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Receive copy of after-school tutoring sign-in sheet

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher evaluation

Plan to Monitor Effectiveness of G3.B1.S2

DEA results and teacher assessment results

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Algebra I EOC results

G3.B1.S3 Use real-world problems to increase student interest

Action Step 1

Incorporate real-world problems into lessons

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Monitor lesson plans for documentation of real-world problem solving

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher evaluation

Plan to Monitor Effectiveness of G3.B1.S3

DEA results and teacher assessment data

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Increased student achievement on DEA and Algebra I EOC

G3.B1.S4 Provide intensive math support for level 1 and 2 students

Action Step 1

Use Think-Through Math Program

Person or Persons Responsible

Intensive math teacher

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Think-Through math data

Action Step 2

Provide remediation and reinforcement of Algebra I skills

Person or Persons Responsible

Intensive math teacher

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Monitor intensive math lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher Evaluation

Plan to Monitor Effectiveness of G3.B1.S4

Think-Through Math scores

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Increased student achievement on 2014 Algebra I EOC

G4. Sneads High School will decrease the number of non-proficient students in 2014 Biology I EOC.

G4.B1 Student interest level and varying student needs

G4.B1.S1 Teachers will use differentiated instruction.

Action Step 1

Use DEA results and other teacher assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Increase in student achievement

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor teacher lesson plans for documentation of differentiated instruction strategies and make frequent informal classroom visits

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher evaluation

Plan to Monitor Effectiveness of G4.B1.S1

DEA results and teacher assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Increased student achievement on 2014 Biology EOC and teacher assessments

G4.B1.S2 Teachers will use real-world examples and hands-on activities to increase student engagement.

Action Step 1

Incorporate real-world examples and hands-on inquiry activities into Biology lessons

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Monitor lesson plans for documentation of real-world examples and hands-on activities

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher lesson plans

Plan to Monitor Effectiveness of G4.B1.S2

201-14 DEA progressive results and teacher assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

2013-14 DEA results and teacher assessments

G4.B1.S3 Teachers will use varying levels of questioning to increase rigor (critical thinking).

Action Step 1

Use ELA and writing CCSS in the Biology classroom

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Monitor lesson plans for documentation of ELA and sample questions used in lessons

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher lesson plans and teacher evaluation

Plan to Monitor Effectiveness of G4.B1.S3

DEA results on progressive tests and teacher assessments

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Increase in student achievement on DEA results and teacher assessments

G4.B2 Limited knowledge of science literacy (vocabulary)

G4.B2.S1 Use various vocabulary building strategies in the Biology classroom

Action Step 1

Use various vocabulary building strategies

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Monitor lesson plans for documentation of vocabulary building strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher lesson Plans

Plan to Monitor Effectiveness of G4.B2.S1

Pre and post vocabulary tests

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Increased student achievement on vocabulary post tests

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

After-school tutoring for reading, Algebra I and Biology is funded through Supplemental Academic Instruction (SAI). All students are eligible for breakfast at no cost. Free or reduced lunches are available for those students who qualify.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Sneads High School will decrease the number of non-proficient students in FCAT Reading.

G1.B1 Students lack motivation or enthusiasm for reading

G1.B1.S3 Engage students in higher level thinking as prescribed by English/Language Arts Common Core State Standards.

PD Opportunity 1

English/Language Arts CCSS will be incorporated in all classes.

Facilitator

Common Core State Standards Workshop in Jacksonville, Florida--- Rhianna Dowling, Tracy Cloud, Carolyn Duvall, Jackie Watts and Faye Parker attended the state training. In pre-planning in-service activities, the entire faculty was trained on incorporating English/Language Arts CCSS in their classes.

Participants

Sneads High School Faculty

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher lesson plans

Appendix 2: Budget to Support School Improvement Goals