

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: SNEADS HIGH SCHOOL

District Name: Jackson

Principal: Faye Parker

SAC Chair: Jacqueline Watts

Superintendent: Lee W. Miller

Date of School Board Approval:

Last Modified on: 10/11/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Faye Parker	B.A. in Social Science and M.S. in Educational Leadership	27	4	<p>2011-2012--Grade Pending; % Proficient in: Reading--57%, Learning Gains in Reading--56%, Lowest Quartile Learning Gains--25%, White--60%, Black--47% Algebra I--37%, Geometry--21%, Biology--35%</p> <p>2010-2011 Grade A; AYP--90%; Percent Proficient in: Reading--44%, Reading Learning Gains in Reading--49% Reading Lowest Quartile Learning Gains--42%, White--44%, Black--19% Math--69%, Math Learning Gains--81%, Math Lowest Quartile Learning Gains--72%</p> <p>2009-2010 Grade C; AYP--82%; Percent Proficient in: Reading--36%, Reading Learning Gains--38%, Reading Lowest Quartile--30%, White--40%, Black--11% Math--68%, Math Learning Gains--66%, Math Lowest Quartile Learning Gains--38%</p>

Assis Principal	John Hamilton	AA from Chipola BA from Univ. Of West Fla. MA from Univ. Of West Fla. Ed. Spec. from Florida State	1	35	Mr. Hamilton has been employed with the District over 35 years at all levels. Classroom teacher at MHS, MMS, and SHS, coach at SHS, Asst. Principal at SHS; Principal Graceville H.S. and Grand Ridge, and District Director: Transportation, Health and Safety, Risk Manager, Maintenance.

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA					

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	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 openings for the district that is accessible on the World Wide Web.	Deputy Superintendent- Larry Moore; Director of Elementary and Early Education- Cheryl McDaniel; Principal-Faye Parker	August 2012- June 2013	
2	Retain- Newly hired teachers are provided a mentor and district support through the beginning teacher program.	Director of Elementary and Early Education- Cheryl McDaniel; Principal-Faye Parker	July 2012-June 2013	
3	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	Director of Elementary and Early Education- Cheryl McDaniel; Principal-Faye Parker; Michael Kilts- Supervisor of Federal Programs	July 2012-June 2013	
4	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	Director of Elementary and Early Education- Cheryl McDaniel; Principal-Faye Parker; Michael Kilts- Supervisor of Federal Programs	July 2012-June 2013	
		Director of Elementary Education- Cheryl McDaniel; Teacher		

5	Retain- Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Frameworks.	Evaluation Manager- Don Wilson; Principal-Faye Parker	September 2012- June 2013	
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### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3.8% (1/26) is teaching out-of-field.	Teachers are being encouraged to take and pass the subject area exam that relates to the course for which they are teaching out-of-field. Teachers who lack ESOL endorsement are being encouraged to work towards that endorsement.

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
26	0.0%(0)	11.5%(3)	42.3%(11)	42.3%(11)	26.9%(7)	100.0%(26)	11.5%(3)	0.0%(0)	3.8%(1)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
NA			

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Roles/Responsibilities of the Student Support Team (SST)  
(One person may serve more than one function)

- Instructional Leader/Resource Allocation(Faye Parker)—Ensures fidelity of the RtI process. Makes decisions on how T2 and T3 services will be delivered to struggling students.

- RtI Team Leader (Melynda Howell)---The team leader directs the activities of the team. He/She receives referrals to the RtI team from staff or parents, sets meeting times and ensures that the proper documentation and data collection (including progress monitoring information) are maintained, and sets dates/times for timely follow-ups.

•Data Mentor (Jackie Watts)---The data mentor is the person with expertise in collecting, organizing, displaying, analyzing and interpreting data. This person should not be the sole person who works with the data, but rather should assist all in understanding and using data. The data mentor should have the necessary skills to present data in easily understandable visual displays/graphs.

•Content Specialist (John Hamilton)---This person assists in making key decisions such as: What does our assessment data tell us about students' instruction needs? What elements need to be included in an effective core instructional program? Which instructional interventions are most effective to address the area of concern? This person also assists in training the interventionist in using curricular materials/interventions when necessary.

•Staff Liaison (Melynda Howell)---This person is the key communicator with staff who are not members of the RtI school based team. This person should be able to establish procedures to gain staff input and communicate with staff members.

•Record Keeper (Carolyn Duvall)---This person documents and completes all paperwork required in the meetings. The record keeper also serves as timekeeper. They announce agreed-upon time periods for discussion and other activities, and informs team when time is running short.

•Behavior Specialist (Katherine Arbona)---This person provides assistance in identifying function of inappropriate behaviors and in designing Behavior Intervention Plans when necessary. This person may also assist in training the interventionist on behavioral strategies when necessary.

In addition to the core SST team, the following individuals should also be invited to meetings and participate as Team members:

- Teacher--- of the student whose needs are being addressed
- Parent/Guardian--- of the student whose needs are being addressed
- Speech/Language Pathologist (as needed)
- ESE teacher – (as needed, if not already included in the "core" team)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Jackson County schools utilize a multi-tiered system of supports (MTSS) for implementing problem-solving response to intervention. Each school has identified a school-based Student Support Team (SST), which meets regularly and engages in a 4-step, data-based problem solving method to:

- Identify Problems in (Tier 1 ALL, Tier 2 SOME, Tier 3 FEW)
- Analyze Problems in (Tier1 ALL, Tier 2 SOME, Tier 3 FEW)
- Design Intervention Plans for (Tier 1 Core, Tier 2 supplemental, Tier 3 intensive)
- Evaluate student(s) response to intervention in (Tier 1 Core, Tier 2 supplemental, Tier 3 intensive)

SST Roles/functions

- 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
- 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, collaborates and provides training as needed
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, announces agreed-upon time periods for discussion and other activities, 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 when 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, positive behavior support teams, and professional learning teams to analyze areas of need in academic/behavioral domains, and initiates instructional modifications as needed to increase student achievement for all students.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Members of the SST meet three times a year after universal screenings to engage in data-based problem solving to evaluate the goals of the SIP and target core, supplemental and individual student needs. The results are shared with the SAC.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

T1, T2, T3  
PMRN/FAIR reports (reading), ThinkLink (math), Performance Matters (reading, math, science, writing, discipline) Pinnacle (reading, math, science), District Writing, Office Discipline Referrals/TERMS

Describe the plan to train staff on MTSS.

The Staff Liaison on the SST will continue to collaborate with grade groups on the PS/RtI process. District PS/RtI Coordinator will continue to provide training and consultation with the school-based SST throughout the school year. New teachers will receive training on the PS/RtI process as needed.

Describe the plan to support MTSS.

MTSS will be supported through district wide trainings, as well as onsite trainings and consultation, and through collaboration with all other school-based teams focusing to improve student achievement.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

SHS Literacy Leadership Team includes F. Parker, T. Cloud, D. Dowling, R. Dowling, K. Pollocks, L. McDaniel, and C. Fuller.

Describe how the school-based LLT functions (e.g., meeting processes and roles/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 bi-monthly.) Programs are evaluated and modified to ensure the success of the students.

What will be the major initiatives of the LLT this year?

The major initiatives of LLT are to create programs that help 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.

### Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

\*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Every teacher is responsible for using reading strategies. The Literacy Leadership Team provides teachers with a reading focus for the week that is to be incorporated into their instruction. Teachers will continue to use "Reading in the Content Area" strategies to ensure reading instruction is consistently reinforced in all classes.

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

Reading, math, science and English courses are taught through the use of real-life applications. In this way students see the relationship between what they are doing and its relevance to their lives. Agriculture classes, computer classes and family and consumer science classes give students hands-on experience to transition them from school to the outside world. Physical education classes focus on creating healthy lifestyles and making good choices in life. Our ESE students are involved in a project based learning enterprise that incorporates the making of plaques, signs and bumper stickers with math, reading, and writing skills.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The guidance counselors meet with each student during the summer to develop a schedule that blends state requirements with electives that interest students. The counselors spend time with students evaluating their career goals and then guide them in their selection of courses that will be relevant to their goals. College bound students are encouraged to take college readiness classes, honors and dual-enrollment classes. The students will use CHOICES for exploration of career options and skills. This better prepares the student for the course selection process. Students with interest in agricultural, family and consumer sciences, and technology courses are encouraged to take courses each year to achieve program completion in each of those areas. Students with interests in athletics are encouraged to take electives in weightlifting and dance.

### Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Sneads High School is actively involved in helping to better prepare our students at the postsecondary level. SHS offers two college preparatory courses, Math for College Readiness and Reading for College Success. Both of these courses are designed to increase students' level of academic achievement in college. SHS also offers an ACT preparatory course as an elective to students in grades 9-12. This course is designed to help students increase ACT scores by gaining content knowledge and test strategies for the different subject areas. Furthermore, guidance counselors and reading teachers annually participate in the ACT College and Career Readiness Workshop in order to stay abreast of local and national testing trends. Each fall, students and parents are invited to attend the 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' fingertips. Furthermore, a representative from the Florida Department of Education is available at the event to provide information on Florida Financial Aid and Scholarship Programs.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Goal Statement Sneads High School will decrease the number of non-proficient students by 10 percent each year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30.7%(56/182) of SHS students in grades 9-10 scored level 3 on 2012 Reading FCAT.	SHS Reading Goals: 40% (68/169) will score level 3 on 2013 Reading FCAT.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying student needs	Use differentiated instruction in the classroom	Principal/Assistant Principal	Daily Walk-throughs, Check Teacher Lesson Plans	Student Grades, FCAT scores and EOC scores
2	Lack of Parental Support	1.Encourage parents to use Pinnacle to monitor student grades. 2.Progress reports are given to students every three weeks. 3.Encourage parents to check school website to stay abreast of activities at school.	1. Individual teachers 2. Administration 3. Literacy team	1. Record use of school website 2. Keep signed progress reports 3. Parent survey 4. Keep log of parent contacts made	1. Website use data 2. Number of signed progress reports 3. ThinkLink, FAIR and AR data
3	Lack of student enthusiasm/apathy	1.Assign relevant reading materials in each subject 2.Encourage students to find reading materials they are interested in to read 3.Engage students in reading by actively reading with them using reading strategies (Building background knowledge, anticipatory step, guided reading, questioning) 4.Provide time each week for students to read independently 5.Have monthly contests between classes to encourage reading (Accelerated Reader points, Most Words read)	1.Individual teachers 2.Literacy Team 3.Administration	1.Participation in reading contests 2.Increase in reading proficiency based on Progress Monitoring 3. Lesson Plans	1.ThinkLink, 2.FAIR (Florida Assessment in Reading) 3.AR (accelerated Reader) 4.Teacher created tests
4	Lack of contemporary/relevant reading material	1.Acquire and expand reading libraries in classrooms using various print media (books, magazines, internet)	1.Individual teachers 2.Literacy Team 3.Administration/Leadership Team	1.Participation in reading contests 2.Increase in reading proficiency based on Progress Monitoring	1.ThinkLink 2.FAIR 3.AR 4.Teacher created tests



Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	SHS will increase the number of students scoring level 4 or 5 by 6%.  SHS students scoring level 4 or 5 in Reading: 2012--26.7% (50) 2011--17% (34)
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.7% (50) of SHS students in grades 9-10 scored level 4 or 5 on FCAT Reading.	At least 33% (56/169) of SHS students in grades 9-10 will score level 4 or 5 on 2013 FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of student needs	Use differentiated instruction in classrooms	Principal/Assistant Principal	Daily walk-throughs and teacher lesson plans	Student Grades, FCAT scores and EOC scores
2	Lack of Parental Support	1. Encourage parents to use Pinnacle to monitor student grades. 2. Progress reports are given to students every three weeks. 3. Encourage parents to check school website to stay abreast of activities at school.	1. Individual teachers 2. Administration 3. Literacy team	1. Record use of school website 2. Keep signed progress reports 3. Parent survey 4. Keep log of parent contacts made	1. Website use data 2. Number of signed progress reports 3. ThinkLink, FAIR and AR data
	Lack of enthusiasm/apathy	1. Assign relevant reading material for each subject.	1. Individual teachers 2. Literacy Team (Reading teachers,	1. Participation in reading contests 2. Increase in reading	1. Thinklink 2. FAIR (Florida Assessment in

3		2. Encourage students to find reading material they are interested in to read 3. Engage students in reading by actively reading with them using reading strategies (Building background knowledge, anticipatory step, guided reading, questioning) 4. Provide time each week for students to read independently 5. Have monthly contests between classes to encourage reading (Accelerated Reader points, Most Words read, most books read) 6. Encourage students to research what they are interested in (utilize shadowing programs, mentors, etc.)	English teachers, representative from each subject area) 3. Administration/Leadership Team	proficiency based on Progress Monitoring 3. Lesson Plans	Reading) 3.AR (Accelerated Reader) 4. Teacher created assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Goal Statement: The number of students showing learning gains will increase by 10 percent each year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (102/182) of SHS students showed learning gains on 2012 FCAT Reading.	SHS Reading Goal:  At least 66% (112/169) of SHS will show learning gains on 2013 FCAT Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of enthusiasm/apathy	<ol style="list-style-type: none"> <li>1. Assign relevant reading material for each subject</li> <li>2. Encourage students to find reading material they are interested in to read</li> <li>3. Engage students in reading by actively reading with them using reading strategies (Building background knowledge, anticipatory step, guided reading, questioning)</li> <li>4. Provide time each week for students to read independently</li> <li>5. Have monthly contests between classes to encourage reading (Accelerated Reader points, Most Words read, most books read)</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual teachers</li> <li>2. Literacy Team (Reading teachers, English teachers, representative from each subject area)</li> <li>3. Administration/Leadership Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Participation in reading contests</li> <li>2. Increase in reading proficiency based on Progress Monitoring</li> <li>3. Lesson Plans</li> </ol>	<ol style="list-style-type: none"> <li>1. Thinklink</li> <li>2. FAIR (Florida Assessment in Reading)</li> <li>3. AR (Accelerated Reader)</li> <li>4. Teacher created assessments</li> </ol>
2	Lack of parental support	<ol style="list-style-type: none"> <li>1. Encourage parents to use Pinnacle to check student grades.</li> <li>2. Progress reports will be given to students every three weeks.</li> <li>3. Encourage parents to check school website to stay abreast of activities at school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual teachers</li> <li>2. Literacy Team (Reading teachers, English teachers, representative from each subject area)</li> <li>3. Administration/Leadership Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Participation in reading contests</li> <li>2. Increase in reading proficiency based on Progress Monitoring</li> <li>3. Use progress reports to notify parents</li> <li>4. Keep a log of all communication with parents</li> </ol>	<ol style="list-style-type: none"> <li>1. Website use data</li> <li>2. Number of signed progress reports</li> <li>3. ThinkLink, FAIR and AR data</li> </ol>
3	Lack of contemporary/relevant reading materials	Acquire and expand reading libraries in classrooms using various print media (books, magazines, internet)	<ol style="list-style-type: none"> <li>1. Individual teachers</li> <li>2. Literacy Team (Reading teachers, English teachers, representative from each subject area)</li> <li>3. Administration/Leadership Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Participation in reading contests</li> <li>2. Increase in reading proficiency based on Progress Monitoring</li> </ol>	<ol style="list-style-type: none"> <li>1. Thinklink</li> <li>2. FAIR (Florida Assessment in Reading)</li> <li>3. AR (Accelerated Reader)</li> <li>4. Teacher created assessments</li> </ol>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Goal Statement: 50% of the lowest quartile will make learning gains to maintain school grade as prescribed by the state.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (8/32) of students in the lowest quartile made learning gains on 2012 FCAT Reading.	At least 50% (22/43) of the lowest quartile will make learning gains on 2013 FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parental Involvement	1. Encourage parents to use Pinnacle to monitor student grades. 2. Progress reports are given to students every three weeks. 3. Encourage parents to check school website to stay abreast of activities at school.	1. Individual teachers 2. Administration 3. Literacy team	1. Record use of school website 2. Keep signed progress reports 3. Parent survey 4. Keep log of parent contacts made	1. Website use data 2. Number of signed progress reports 3. ThinkLink, FAIR and AR data
2	Lack of enthusiasm/apathy	1. Assign relevant reading material in each subject 2. Encourage students to find reading material they are interested in to read 3. Engage students in reading by actively reading with them using reading strategies (Building background knowledge, anticipatory step, guided reading, questioning) 4. Provide time each week for students to read independently 5. Have monthly contests between classes to encourage reading (Accelerated Reader points, Most Words read, most books read) 6. Teacher/Student Mentoring Program	1. Individual teachers 2. Literacy Team (Reading teachers, English teachers, representative from each subject area) 3. Administration/Leadership Team	1. Participation in reading contests 2. Increase in reading proficiency based on Progress Monitoring 3. Lesson Plans	1. Thinklink 2. FAIR (Florida Assessment in Reading) 3. AR (Accelerated Reader)
	Lack of contemporary/relevant reading materials	Acquire and expand classroom libraries using various print modes.	1. Individual teachers 2. Literacy Team (Reading teachers, English teachers,	1. Participation in reading contests 2. Increase in reading proficiency based on	1. Thinklink 2. FAIR (Florida Assessment in Reading)

3			representative from each subject area) 3. Administration/Leadership Team	Progress Monitoring	3. AR (Accelerated Reader)
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Sneads High School students will reduce the achievement gap by 50% by the year 2016-2017.
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	60	64	68	72	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	SHS Goal Statement: SHS will close the achievement gap by decreasing the number of non-proficient white students by 5% and the number of black students by 20%.  Percent of SHS students not proficient in reading: 2012 White--40% Black--53% 2011 White--56% Black--81%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of of each subgroup not making satisfactory progress: White--40% (53/133) Black--73% (19/26)	Percent of non-proficient students White--35% (48/136) Black--53% (10/19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Lack of enthusiasm/apathy	1. Assign relevant reading materials for each subject 2. Encourage students to find reading material they are interested in to read 3. Engage students in reading by actively reading with them using reading strategies (Building background knowledge, anticipatory step, guided reading, questioning) 4. Provide time each week for students to read independently 5. Have monthly contests between classes to encourage reading (Accelerated Reader points, Most Words read, most books read)	1. Individual teachers 2. Literacy Team (Reading teachers, English teachers, representative from each subject area) 3. Administration/Leadership Team	1. Participation in reading contests 2. Increase in reading proficiency based on Progress Monitoring 3. Lesson Plans	1. Thinklink 2. FAIR (Florida Assessment in Reading) 3. AR (Accelerated Reader)
	Lack of parental support	1. Use progress reports to notify parents 2. Keep a log of all	Administration/Leadership Team	1. Participation in reading contests 2. Increase in reading	1. Thinklink 2. FAIR (Florida Assessment in

2		communication with parents 3. Provide parent night to meet with parents and answer questions.		proficiency based on Progress Monitoring	Reading) 3.AR (Accelerated Reader)
3	Lack of contemporary/relevant reading materials	1.Acquire and expand reading libraries in classrooms using various print media (books, magazines, internet) 2. Parent conference during the first nine weeks to discuss individual strengths and weaknesses 3. Monthly faculty meeting to discuss progress of these students 4. Bi-monthly conferences with administration and students to discuss progress 5. After-school remediation for at-risk students	1.Individual teachers 2.Literacy Team (Reading teachers, English teachers, representative from each subject area) 3. Administration/Leadership Team	1.Participation in reading contests 2.Increase in reading proficiency based on Progress Monitoring	1.Thinklink 2.FAIR (Florida Assessment in Reading) 3.AR (Accelerated Reader)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	No data available.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available.	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	No data available.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available.	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	SHS Goal Statement: There will be at least a 5% decrease in the number of economically disadvantaged students not making satisfactory progress on 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (46/98) of SHS economically disadvantaged students taking FCAT Reading did not make satisfactory progress in reading.	47% (41/87)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Lack of enthusiasm/apathy	1.Assign relevant reading material for each subject 2.Encourage students to find reading material they are interested in to read 3.Engage students in reading by actively reading with them using reading strategies (Building background knowledge, anticipatory step, guided reading, questioning) 4.Provide time each week for students to read independently 5.Have monthly contests between classes to encourage reading (Accelerated Reader points, Most Words read, most books read) 6. Use grand prize incentive	1.Individual teachers 2.Literacy Team (Reading teachers, English teachers, representative from each subject area) 3. Administration/Leadership Team	1.Participation in reading contests 2.Increase in reading proficiency based on Progress Monitoring 3. Lesson Plans	1.Thinklink 2.FAIR (Florida Assessment in Reading) 3.AR (Accelerated Reader)
2	Lack of parental support	1. Use progress reports to notify parents 2. Keep a log of all communication with parents 3. Provide parent night to meet with parents and answer questions	Administration/Leadership Team	1.Participation in reading contests 2.Increase in reading proficiency based on Progress Monitoring	1.Thinklink 2.FAIR (Florida Assessment in Reading) 3.AR (Accelerated Reader)
	Lack of contemporary/relevant reading materials	1. Acquire and expand reading libraries in classrooms using various print media (books, magazines, internet) 2. Parent conference during the first nine	1.Individual teachers 2.Literacy Team (Reading teachers, English teachers, representative from each subject area) 3. Administration/Leadership	1.Participation in reading contests 2.Increase in reading proficiency based on Progress Monitoring	1.Thinklink 2.FAIR (Florida Assessment in Reading) 3.AR (Accelerated Reader)

3	weeks to discuss individual strengths and weaknesses 3. Monthly faculty meeting to discuss progress of these students 4. Bi-monthly conferences with administration and students to discuss progress 5. After-school remediation for at-risk students	Team		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Level 1 and 2 students will have intensive reading classes/	Intensive reading materials	Textbook	\$381.50
Content area teachers will teach reading strategies in their classes.	Geography materials	Textbook	\$328.35
Students will have access to college level classes.	College English textbooks	Textbook	\$2,011.25
Students not passing college prep test will take college preparatory reading classes.	College prep reading books	Textbook	\$1,651.16
Content area teachers will teach reading strategies in their classes.	Economics textbooks	Textbook	\$6,886.28
Content area teachers will teach reading strategies in their classes.	World history textbooks	Textbook	\$6,762.53
Content area teachers will teach reading strategies in their classes.	American government textbooks	Textbook	\$7,345.36
Content area teachers will teach reading strategies in their classes.	Spanish I and II textbooks	Textbook	\$8,118.00
			Subtotal: \$33,484.43
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			



Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$33,484.43

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

# Florida Alternate Assessment High School Mathematics Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Algebra End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	SHS Goal Statement: SHS will increase its percent of students scoring level 3 on Algebra I EOC by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (20/59) scored level 3 on 2012 Algebra I EOC.	44% (33/76) will score level 3 on 2013 Algebra I EOC.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying student needs	Use differentiated instruction in the classroom	Principal/Assistant Principal	Daily Walk-throughs, Check Teacher Lesson Plans	Student Grades, FCAT scores and EOC scores
2	Intensive instruction of NGSSS math benchmarks.	1. Teachers will use a Math Instructional Focus Calendar. 2. Teachers meet with Linda Walker on a regular basis.	Principal and Algebra Teachers	Principal will review lesson plans weekly.	Focus Unit Assessments
3	Progress Monitoring	Administer ThinkLink and other assessments to monitor student progress.	Principal, Technology Coordinator and Math Teachers	Technology Coordinator sets up time schedule for testing, teachers will use data to monitor student progress.	Increased achievement on progressive testing and increased achievement on other assessments
4	Low Student Interest in Math Remediation	Use Think Through Math program	Math Remediation Teacher and Administration	Progress Monitoring	Data gathered from Think Through Math program and EOC scores
5	Teachers may not fully understand the content being assessed on the End of Course exam for Algebra	Teachers will take part in a professional learning opportunity with Linda Walker in August of 2012. The focus of the professional learning opportunity shall center around curriculum development that promotes student	Principal and Algebra Teacher	Teachers will analyze results from the Spring 2013 administration of the Spring EOC exam for Algebra.	Algebra I EOC scores

	success on the Algebra EOC.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	SHS Goal Statement:  SHS students scoring levels 4 or 5 on Algebra I EOC will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (1/49) SHS Algebra I student scored level 4 on 2012 Algebra I EOC.	10% (8/76) students will score level 4 or above on 2013 Algebra I EOC.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of student needs	Use differentiated instruction in classrooms	Principal/Assistant Principal	Daily walk-throughs and teacher lesson plans	Student Grades, FCAT scores and EOC scores
2	Limits to class size and scheduling	Offer honors classes to students scoring levels 4 and 5.	Principal and Guidance Department	Guidance will ensure student placement	Student schedules
3	Different student learning styles	Use differentiated instruction in classroom	Principal	Principal will review lesson plans weekly and do daily walk-throughs	Lesson plans
4	Progress Monitoring	Administer ThinkLink and other assessments	Technology coordinator and classroom teachers	Technology coordinator will schedule the ThinkLink, and teachers will monitor student progress.	Increased achievement on teacher assessment and ThinkLink data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	Sneads High School students taking Algebra I EOC will reduce the achievement gap by 50% by the year 2016-2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	56	60	65	69	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	SHS Goal Statement:  SHS will close the achievement gap between the ethnic groups by lowering the percent of white students not proficient in Algebra I by 25% and black students by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White--61% (25/41) not proficient on Algebra I EOC Black--25% (1/4) not proficient on Algebra I EOC	White--36% (19/52)not proficient in Algebra I EOC Black--20% (2/10)not proficient in Algebra I EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of student needs	Use differentiated instruction in classrooms.	Principal/Asst. Principal	Daily walk-throughs and teacher lesson plans	EOC scores and student grades
2	Intensive instruction of NGSSS math benchmarks	Teachers will use a Math Instructional Focus calendar.	Principal	Principal will review lesson plans weekly.	Focus unit assessments
3	Progress Monitoring	Administer ThinkLink and other assessments to monitor student progress.	Principal, technology coordinator and teachers	Technology coordinator sets up time schedule for testing and teachers will review data.	Increased achievement on progressive testing and other assessments
4	Teachers may not fully understand the content being assessed on the End of Course exam for Algebra.	Teachers will take part in a professional learning opportunity with Linda Walker in August of 2012. The focus of the professional learning opportunity shall center around curriculum development that promotes student success on the Algebra EOC.	Principal and Algebra I teacher	Teachers will analyze results from the Spring 2013 administration of the Spring EOC exam for Algebra.	Algebra I EOC scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	SHS Goal Statement:  SHS will reduce the number of economically disadvantaged students who are not proficient on Algebra I EOC by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (13/19) of economically disadvantaged students scored level 1 or 2 on Algebra EOC.	The number of economically disadvantaged students scoring level 1 or 2 on 2013 Algebra EOC will decrease to 58% (23/41) or less.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of student needs	Use differentiated instruction in classrooms.	Principal/Asst. Principal	Daily walk-throughs and weekly review of teacher lesson plans	Student grades and EOC scores
2	Intensive instruction of NGSSS math benchmarks	Teachers will use a Math instructional focus calendar.	Principal	Principal will review lesson plans weekly.	Focus unit assessments
3	Progress Monitoring	Administer ThinkLink and other assessments to monitor student progress.	Principal, Technology coordinator and teachers	Technology coordinator sets up time schedule for testing, and teachers will review data.	Increased achievement on progressive testing and other assessments.
4	Teachers may not fully understand the content being assessed on the End of Course exam for Algebra.	Teachers will take part in a professional learning opportunity with Linda Walker in August of 2012. The focus of the professional learning opportunity shall center around curriculum development that promotes student success on the Algebra EOC.	Principal and Algebra I Teacher	Teachers will analyze results from the Spring 2013 administration of the Spring EOC exam for Algebra.	Algebra I EOC scores

*End of Algebra EOC Goals*

## Geometry End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.	SHS Goal Statement:

Geometry Goal #1:	SHS will increase the percent of students scoring level 3 on Geometry EOC by 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (18) SHS Geometry students scored a level 3 on 2012 Geometry EOC.	32%(25/78) SHS Geometry student will score level 3 on 2013 Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying student needs	Use differentiated instruction in the classroom	Principal/Assistant Principal	Daily Walk-throughs, Check Teacher Lesson Plans	Student Grades, FCAT scores and EOC scores
2	Intensive instruction of NGSSS math benchmarks	Teachers will use a math instructional focus calendar.	Principal	Principal will review lesson plans weekly.	Improved focus unit assessments
3	Progress Monitoring	Administer ThinkLink and other assessments to monitor student progress	Technology coordinator and teachers	Technology coordinator will setup of ThinkLink and teachers will review ThinkLink and other assessment data.	Increased student achievement on ThinkLink and other assessments
4	Teachers may not fully understand the content being assessed on the End of Course exam for Geometry.	Teachers will take part in a professional learning opportunity with Linda Walker in August of 2012. The focus of the professional learning opportunity shall center around curriculum development that promotes student success on the Geometry EOC.	Principal and Geometry teacher	Teachers will analyze results from the Spring 2013 administration of the Spring EOC exam for Geometry.	Geometry EOC scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	SHS Goal Statement:  At least 10% of Geometry students will score level 4 or above on Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Geometry EOC was only scored in three achievement levels for 2012.	10% (8/78) will score level 4 or above on Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of student needs	Use differentiated instruction in classrooms	Principal/Assistant Principal	Daily walk-throughs and teacher lesson plans	Student Grades, FCAT scores and EOC scores
	Teachers may not fully understand the content being assessed on the End of Course exam for	Teachers will take part in a professional learning opportunity with Linda Walker in	Principal and Geometry teacher	Teachers will analyze results from the Spring 2013 administration of the Spring EOC exam	Geometry EOC scores



2	Geometry.	August of 2012. The focus of the professional learning opportunity shall center around curriculum development that promotes student success on the Geometry EOC.		for Geometry.	
3	Lack of rigorous curriculum	Teacher will incorporate rigorous, real-world application questions within the Geometry and Geometry Honors curriculum.	Principal and Geometry teacher	Daily walk-throughs and review of teacher lesson plans	Geometry EOC scores

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # Sneads High School will reduce the achievement gap by 50% by the year 2016-2017.			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	65	69	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal #3B:	SHS Goal Statement:  SHS will close the achievement gap by reducing the percent of non-proficient white students by 5% and black students by 15% on Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White--31% (22/71) are not proficient on Geometry EOC. Black--64% (9/14) are not proficient on Geometry EOC.	White--26% (17/64) not proficient on Geometry EOC Black--49% (7/14) not proficient on Geometry EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Levels of student engagement	Teachers will monitor student engagement in their classes.	Teachers	Observation of student engagement	Observation notes and document on Pinnacle in behavior notes
2	Varying levels of student needs	Use differentiated instruction in classrooms	Principal/Assist. Principal	Principal will review lesson plans weekly.	Student grades, EOC scores
3	Intensive instruction of NGSSS math benchmarks	Teachers will use a math instructional focus calendar.	Principal	Principal will review lesson plans.	Lesson plans and improved focus unit scores
4	Progress Monitoring	Administer ThinkLink and other assessments	Technology Coordinator and teachers	Techology coordinator will setup ThinkLink testing and teachers will review data.	ThinkLink and other assessment data
	Teachers may not fully understand the content being assessed on the End of Course exam for	Teachers will take part in a professional learning opportunity with Linda Walker in	Principal and Geometry teacher	Teachers will analyze results from the Spring 2013 administration of the Spring EOC exam	Geometry EOC scores

5	Geometry.	August of 2012. The focus of the professional learning opportunity shall center around curriculum development that promotes student success on the Geometry EOC.		for Geometry.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	SHS Goal Statement: SHS will reduce the number of economically
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Geometry Goal #3E:	disadvantaged students who are not proficient in Geometry by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (16) of economically disadvantaged students scored level 1 on Geometry EOC.	The number of economically disadvantaged students who are not proficient on Geometry EOC will decrease to 10% (3/31) or below.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of student needs	Use differentiated instruction in classrooms.	Principal/Asst. Principal	Daily walk-throughs and review teacher lesson plans weekly	Lesson Plans, student grades and EOC scores
2	Intensive instruction of NGSSS math benchmarks	Teachers will use a Math instructional focus calendar.	Principal	Principal will review lesson plans weekly.	Focus unit assessments and lesson plans
3	Progress monitoring	Administer ThinkLink and other assessments to monitor student progress.	Principal, technology coordinator and math teachers	Technology coordinator will set up schedule for ThinkLink testing, and teachers will review data.	Increased student achievement on ThinkLink and other assessments
4	Teachers may not fully understand the content being assessed on the End of Course exam for Geometry.	Teachers will take part in a professional learning opportunity with Linda Walker in August of 2012. The focus of the professional learning opportunity shall center around curriculum development that promotes student success on the Geometry EOC.	Principal and Geometry teacher	Teachers will analyze results from the Spring 2013 administration of the Spring EOC exam for Geometry.	Geometry EOC scores

*End of Geometry EOC Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

### Biology End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology.  Biology Goal #1:	SHS Goal statement:  SHS will increase the number of students scoring level 3 on Biology EOC by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (55/157) SHS Biology I students scored level 3 on Biology I EOC. Note: There were only 3 levels of achievement on Biology I EOC for 2012.	45%(42/94) will score level 3 on Biology EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying student needs	Use differentiated instruction in the classroom	Principal/Assistant Principal	Daily Walk-throughs, Check Teacher Lesson Plans	Student Grades, FCAT scores and EOC scores
2	Student Motivation and Interest	Teachers will use hands-on activities to help students better understand science in real world situations.	Classroom teacher and Principal	Principal will review lesson plans weekly and do walk-throughs.	Student achievement increases as measured by post-tests.
3	Monitoring student progress	Administer ThinkLink test and assessment of SSS benchmarks periodically.	Classroom teacher and Principal	Review ThinkLink results and keep records of student progress throughout the year.	ThinkLink results and increased student achievement
4	Intensive instruction on NGSSS benchmarks and Biology I Test Specifications	Teachers will use bellwork to reinforce and assess learning.	Principal	Review of lesson plans weekly and daily walk-throughs.	Lesson plans and improved focus unit assessments
5	Academic Pacing	Biology Teachers will use a pacing guide to allocate time for material to be taught in Biology I.	Principal	Review of lesson plans weekly.	Student achievement on Biology I EOC.
6	Students may not know what to expect when taking the Biology I EOC.	Teacher will utilize Test Specifications, Sample Items and Focus Content lists to help students be aware of the format and types of questions on the EOC.	Principal	Principal will review lesson plans and do daily walk-throughs.	Lesson Plans and Biology I EOC
	Lack of connection to	Teachers will include	Principal	Principal will review	Lesson Plans and

7	real world applications	real-world applications of concepts in the Biology I classroom.		lesson plans and do daily walk-throughs.	Biology I EOC
8	Lack of critical thinking and questioning activities	Teachers will include higher level questioning in their classroom instruction.	Principal	Principal will review lesson plans and do daily walk-throughs.	Lesson Plans and Biology I EOC
9	Teachers may not fully be aware of the content being assessed on the End of Course exam for Biology.	Teachers will work with Dr. Melanie Mitchell to examine the Biology EOC tested items and plan ways in which to deliver quality instruction on all of the areas that are tested.	Principal, Dr. Melanie Mitchell, District Science Resource Teacher, Biology teachers	Walk-throughs; lesson plan analysis	Biology EOC scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	SHS Goal Statement:  At least 10% of SHS Biology I students will score level 4 or above on Biology EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
Biology EOC was scored in three achievement levels for 2012.	10% (9/94) of Biology students will score level 4 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be properly challenged in regular Biology I classes.	Offer Honors Biology I	Principal and Guidance	Master Schedule	Biology I EOC scores
2	Varying student needs	Teachers will use differentiated instruction in classes.	Principal	Principal will review lesson plans and do daily walk-throughs.	Lesson Plans and Biology I EOC scores
3	Lack of connection to real world applications	Teachers will include real-world applications of concepts in the Biology I Honors classroom.	Principal	Principal will review lesson plans and do daily walk-throughs.	Lesson Plans and Biology I EOC
4	Lack of critical thinking questioning	Teachers will include higher level questioning in their classroom instruction.	Principal	Principal will review lesson plans and do daily walk-throughs.	Lesson Plans and Biology I EOC
5	Time constraints in the classroom	Teacher will use a pacing guide to ensure proper pacing of class instruction.	Principal	Principal will review lesson plans and do daily walk-throughs.	Teacher assessments, Lesson Plans and Biology I EOC scores
6	Students may not know what to expect when taking the Biology I EOC.	Teacher will utilize Test Specifications, Sample Items and Focus Content lists to help students be aware of the format and types of questions on the EOC.	Principal	Principal will review lesson plans and do daily walk-throughs.	Lesson Plans and Biology I EOC
	Teachers may not be	Teachers will work	Principal, Dr.	Classroom walk-	Biology End of

7	fully aware of all of the concepts that are tested on the Biology End of Course Exam.	with Dr. Melanie Mitchell to examine the Biology EOC tested items and plan ways in which to deliver quality instruction on all of the areas that are tested.	Melanie Mitchell, District Science Resource Teacher	throughs and lesson plan analysis	Course scores
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bioscopes and Lesson Study	Biology	Pam Bondurant	Jackie Watts and Starr Young	July, 2012 and throughout school year	Lesson Study Group Sessions	Pam Bondurant

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.	SHS Goal Statement:
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Writing Goal #1a:	The percentage of 10th grade students scoring level 3 or above will increase by at least 1% each year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (95) of tenth grade students scored level 3 or above on 2012 FCAT writing.	90% of SHS tenth grade students will be score 3.0 or higher in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Motivation	Rewards, competition among classes	Principal/Administration	Students will practice writing using teacher-developed prompts and Jackson County Writes scheduled writing. Teacher and an outside volunteer scores student essays using FCAT writing rubric. Student work will be placed in folders and principal can access it during walk-throughs.	Student work will be placed in folders and principal can access it during walk-throughs.
2	Lack of writing across the curriculum in other content areas	Provide content area teachers with writing ideas for expository and persuasive writing assignments.	Principal/Administration	Writing Instructional Calendar will be implemented in each classroom. Writing will be emphasized in all classrooms.	Progress between writing prompts, pre-test, and mid-year J. C. Writes.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	
Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				



Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

## U.S. History End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:		SHS Goal Statement: At least 50% of SHS students enrolled in U. S. History will score level 3 on U. S. History EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No data was reported for U. S. History EOC for 2012.		50% (42) of SHS students enrolled in U. S. History will score level 3.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Varying student needs	Use differentiated instruction in the classroom	Principal/Assistant Principal	Daily Walk-throughs, Check Teacher Lesson Plans	Student Grades, FCAT scores and EOC scores
2	Lack of student interest and motivation	Teacher will use engaging strategies such as debates and mock trials to get students actively involved in learning US History.	Principal/Asst. Principal	Principal will review lesson plans and do daily walk-throughs.	Lesson plans
3	Students may not know what to expect when taking the US History EOC.	Teacher will utilize Test Specifications, Sample Items and Focus Content lists to help students be aware of the format and types of questions on the EOC.	Principal	Principal will review lesson plans and do daily walk-throughs.	Lesson Plans and US History EOC
4	Lack of critical thinking and questioning activities	Teachers will include higher level questioning in their classroom instruction.	Principal	Principal will review lesson plans and do daily walk-throughs.	Lesson Plans and US History EOC
5	Academic Pacing	Teachers will use a pacing guide to allocate time for material to be taught in US History.	Principal	Review of lesson plans weekly.	Student achievement on Biology I EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in content areas will use reading strategies in their classes. Teachers will use varying strategies in their classes.	U. S. History textbooks	Textbooks	\$9,016.70
			Subtotal: \$9,016.70
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,016.70

End of U.S. History EOC Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	SHS Goal Statement:
Attendance Goal # 1:	SHS student attendance will increase by 0.4% each year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Attendance Rate: 93.50%	Target Attendance Rate: 93.9%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
157	130
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
no data available	No data available

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Failure to enforce the attendance policy	Develop and document consistent and effective follow-up processes for unexplained absences.	Principal, Classroom teachers and attendance clerk	Analyze attendance data	Attendance Rate
2	Students not attending school	Unexcused absences will result in a failing grade. Students may be asked to enter into an attendance contract in lieu of truancy court.	Teachers, Attendance Clerk, and Principal	Track daily attendance data	Attendance Rate
3	Lack of student responsibility	Teachers will implement a bonus point system for attendance.	Classroom teachers	Track daily attendance data	Attendance Rate
4	Student tardies	Teachers will assign bell work at the beginning of class that will be graded.	Classroom teacher	Number of student tardies	Tardy rate
5	Teacher Consistency	Teachers will be consistent in marking tardies.	Teachers/Administration	Track daily tardies using Pinnacle	Tardy Rate
6	Lack of Student Motivation	Teacher and administration encouragement of students to come and be on time to classes by offering incentives.	Classroom teachers and administration	Track daily attendance and tardies	Attendance and tardy rate

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Attendance Goal(s)

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	SHS Goal Statement: Sneads High School will work to keep the number of out-of-school suspensions to a minimum. In some instances, suspension is deemed mandatory.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
SHS has no in-school suspension	No in-school suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
NA	SHS does not have in-school suspension
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
27	24
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
NA	NA

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Situational Problems that deem suspension	Use PBS to encourage students to exhibit good behavior.	All school staff	Documentation using PBS forms	PBS data management system
2	Consistent effort to follow guidelines of PBS	Classroom teachers will contact parents to help with student behavior as part of PBS.	Administration and classroom teachers	Documentation of parent contact	PBS data management system

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Suspension Goal(s)*

## Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention

Dropout Prevention Goal #1:

*\*Please refer to the percentage of students who dropped out during the 2011-2012 school year.*

SHS Goal Statement:

The Dropout Rate will decrease at least 0.1% each year.

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.7%	1.6%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
90.3%	The Graduation Rate will increase by at least 1% each year.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Motivation/Apathy	1. Teachers will contact parents about student lack of participation, poor grades and behavior. 2. Use of Positive Behavior Support in conjunction with administration. 3. Rtl team meetings.	Administration	Student Success in the classroom	Report Cards and Progress Reports Rtl Minutes
2	Student time to make up credits	Provide students with opportunities to take courses on-line through Florida Virtual School and Jackson County Credit Recovery Program.	Administration/Guidance	Students successfully obtaining credits for graduation.	Student Records

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Dropout Prevention Goal(s)

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			SHS Goal Statement:  SHS will continue to work cooperatively to enhance parental involvement.		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
Approximately 60% of parents are presently involved with the school. A precise number is almost impossible to calculate.			SHS Administration, Faculty and Staff are committed to doing what it takes to encourage more parental involvement.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of interest/motivation	1. Open House 2. Parent Night with question and answer session. 3. Require parents to sign in at guidance office as they arrive for meetings. 4. Require parents to sign progress reports/report card and be brought back to school when students receive them. 5. Add a parent survey to the school website. 6. Monitor Pinnacle as used by parents.	1. Principal 2. Sign-in sheet at guidance 3. Every teacher during 7th period will collect the progress reports and report cards from students after parent signature. 4. Technology Coordinator (Zane Walden)	Check Sign- in sheets, count signed progress reports and report cards, compile surveys from website and retrieve data concerning Pinnacle.	Log in all data collected from various articles kept throughout the year to measure number of parents involved at school. Data from Pinnacle log- ins.
2	Lack of communication between school and home	The school website will be updated on a daily basis with information that includes announcements,	1. Katherine Arbona will update the school website. 2. Teachers will	Parent Survey	School website hits



	calendar of events, and class information.	update their page individually.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	SHS Goal Statement: SHS will provide student opportunities to participate in various STEM activities and courses.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Participation	Provide students the opportunity to meet and work with scholars from neighboring communities. <ul style="list-style-type: none"> <li>• Include engaging and challenging problems which will require collaboration.</li> <li>• Allow opportunities to interact with workplace and/or academic professionals.</li> <li>• Include team building, goal setting, and ethical leadership skills.</li> </ul>	Brenda Crouch, PAEC Jackie Watts, STEM Mentor	Federally funded grant program	Student Evaluation Tools
2	Student access to core subjects and schedule conflict	Provide students access to dual enrollment, virtual school, and on-line classes.	Principal and guidance counselors	Student schedules	Student schedules

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE  CTE Goal #1:	SHS Goal Statement:  SHS will increase opportunities for students to gain exposure to rigorous college preparatory and work-based career and technical curricula.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Schedule conflicts such as remediation classes for level 1 and 2 students	Guidance and administration will work diligently to make the master schedule as flexible as possible.	Guidance and Principal	Monitor number of students in each of the career areas and student schedules.	Number of Students completing career education classes
2	Students may not pass the specific industry certification exam.	Teachers will develop rigorous curricula that exposes students to the depth and breath of knowledge needed to pass a specific industry certification exam.	Career Education Teachers	Number of students passing the certification exam	Certification exams
3	Students may not know about career and technical opportunities.	Offer student information about local career and technical opportunities in surrounding areas.	All teachers	Student survey	Number of students entering in technical programs at local technical centers.

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Level 1 and 2 students will have intensive reading classes/	Intensive reading materials	Textbook	\$381.50
Reading	Content area teachers will teach reading strategies in their classes.	Geography materials	Textbook	\$328.35
Reading	Students will have access to college level classes.	College English textbooks	Textbook	\$2,011.25
Reading	Students not passing college prep test will take college preparatory reading classes.	College prep reading books	Textbook	\$1,651.16
Reading	Content area teachers will teach reading strategies in their classes.	Economics textbooks	Textbook	\$6,886.28
Reading	Content area teachers will teach reading strategies in their classes.	World history textbooks	Textbook	\$6,762.53
Reading	Content area teachers will teach reading strategies in their classes.	American government textbooks	Textbook	\$7,345.36
Reading	Content area teachers will teach reading strategies in their classes.	Spanish I and II textbooks	Textbook	\$8,118.00
U.S. History	Teachers in content areas will use reading strategies in their classes. Teachers will use varying strategies in their classes.	U. S. History textbooks	Textbooks	\$9,016.70
				Subtotal: \$42,501.13
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$42,501.13

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/17/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

School Advisory Council will meet at least four times throughout the school year to provide input for Sneads High School. Students, parents, business leaders and community members are encouraged to provide input throughout the school year. The administration of SHS welcomes all stakeholders to take an active role in the education of our students.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Jackson School District SNEADS HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	44%	69%	83%	37%	233	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	49%	81%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	42% (NO)	72% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					477	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Jackson School District SNEADS HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	68%	88%	41%	233	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	38%	66%			104	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	30% (NO)	38% (NO)			68	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					405	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested