



School Improvement

Plan FY19 Review

Jordan Vocational High School

Craig Fitts, Principal

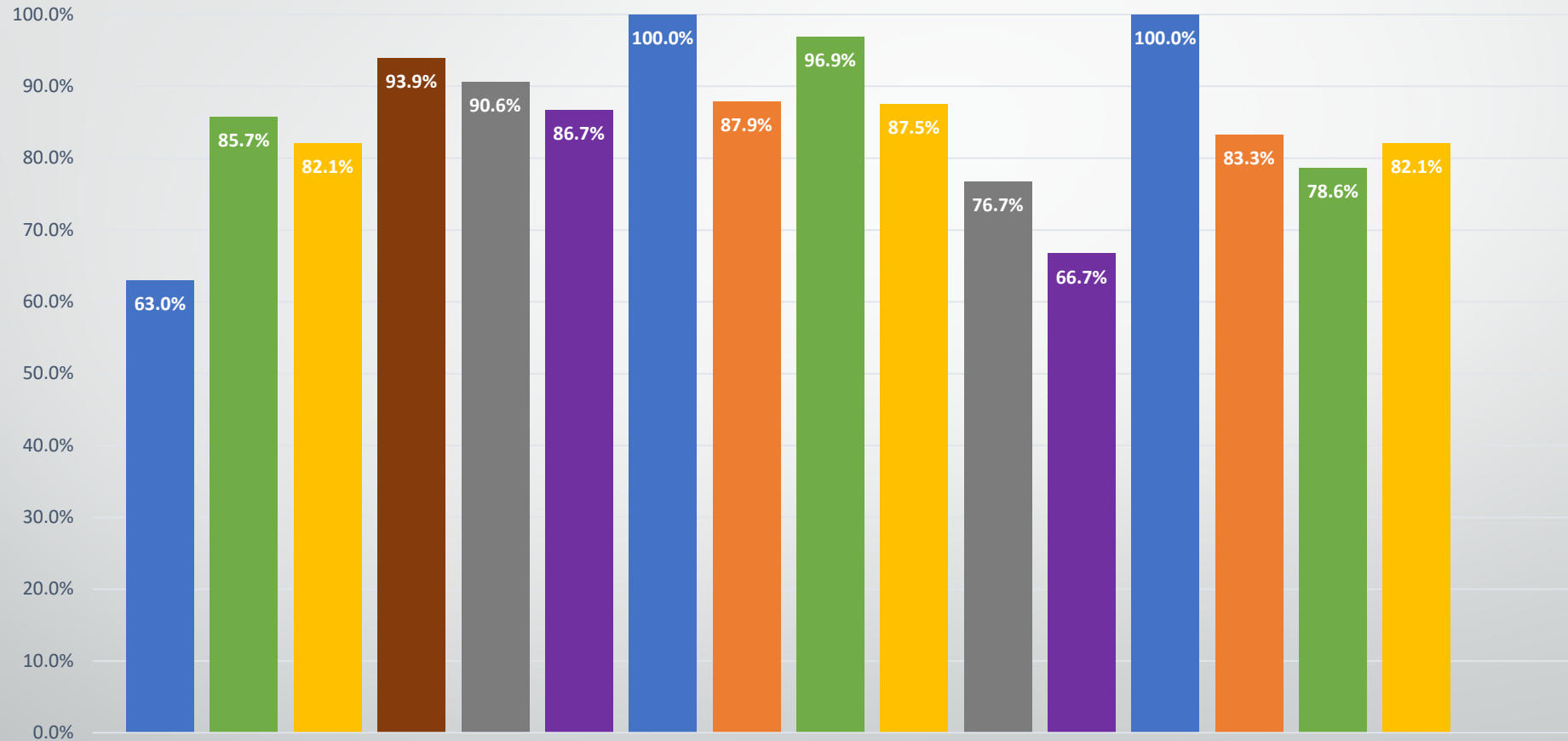
SIP Goal #1 – FY18

Goal	By May 2018, 100% of faculty and staff at Jordan High School will consistently implement school-wide policies and procedures regarding student behavior and code of conduct, while instilling in students the values established in The Profile of a Jordan Graduate.
Goal met/ not met	Met
Why/why not?	All teachers reviewed student behavior and code of conduct with students using provided PowerPoint and consistently instilled the valued established in The Profile of a Jordan Graduate through ILT lessons provided by the Academic Coaches.
Supporting Data	see next slide

SIP Goal #1 – FY18 (continued)

ILT DATA

Teaching The Graduate of a Jordan Profile



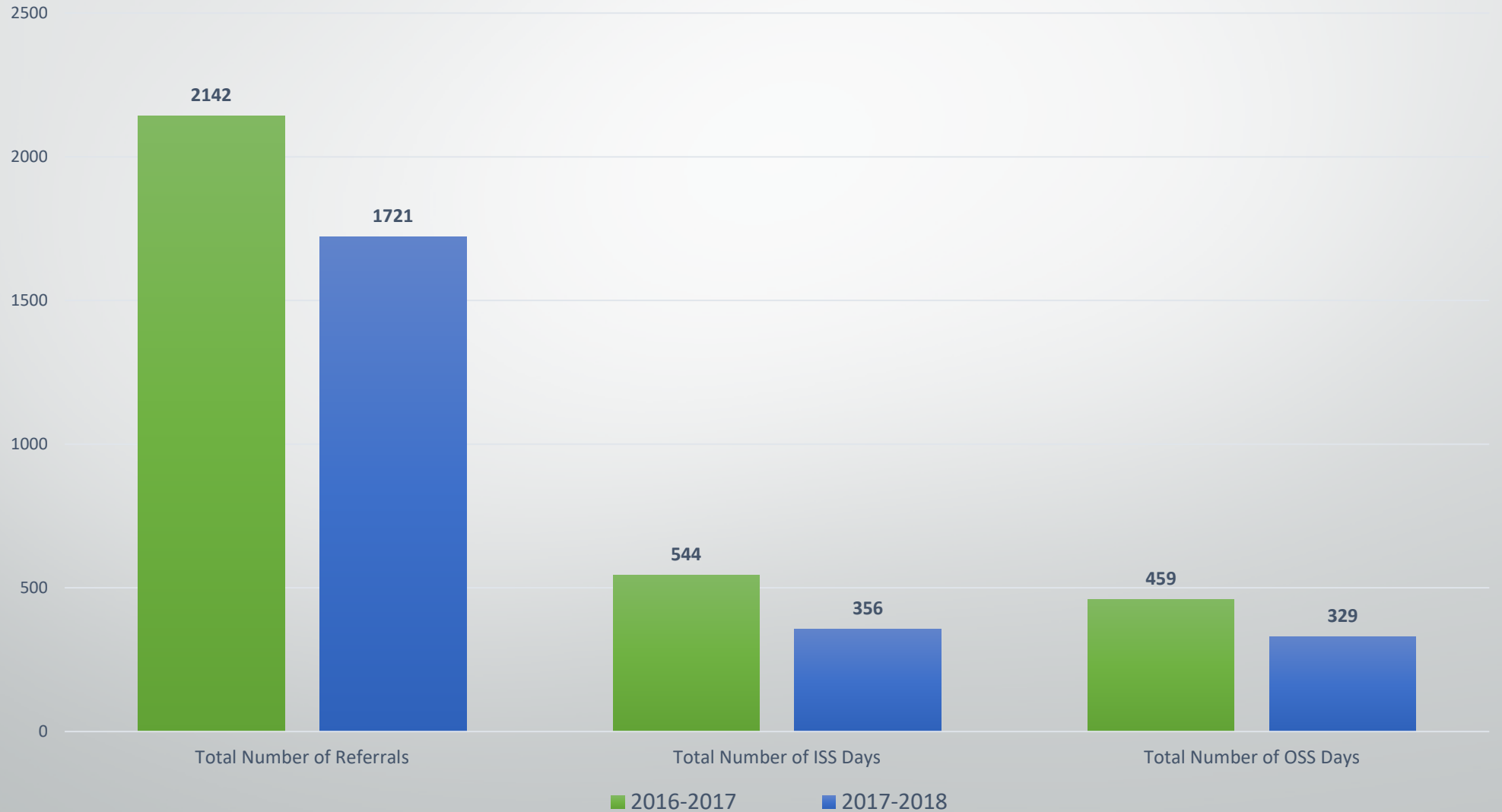
Teaching During ILT

- 8/23/2017
- 9/6/2017
- 9/20/2017
- 9/27/2017
- 10/4/2017
- 10/11/2017
- 10/18/2017
- 11/1/2017
- 11/8/2017
- 11/15/2017
- 12/6/2017
- 12/13/2017
- 1/10/2018
- 1/24/2018
- 1/31/2018
- 2/7/2018

SIP Goal #1 – FY18 (continued)

Discipline Data

(Comparing 2016-2017 and 2017-2018)



SIP Goal #2 – FY18

Goal	100% of teachers will utilize high-level questioning techniques through effective implementation of standards-based planning and instructional practices by May 2018.
Goal met/ not met	Met
Why/why not?	Professional learning was provided to the teachers on August 3 and October 9 to instruct teachers on high-level questioning techniques. Throughout the year, observations were conducted by Administration and Academic Coaches using the common walkthrough observation form. Periodically, Administration and Academic Coaches would meet and discuss how teachers were improving and what adjustments still need to be made with certain teachers for a more effective implementation of questioning techniques. The Academic Coaches then met and planned with teachers on an individual basis to assist and coach teachers along with the implementation of better questioning techniques.
Supporting Data	Walkthrough Observations Previous principal stated that during the first semester, teachers were asking more questions when teaching and many of the questions were at mainly DOK 2 and some DOK 3. Then, during the second semester, higher-order questioning was re-addressed through PL and more level 3 questions were observed through administration's walkthroughs. However, it was noted that there were not a lot of DOK level 4 questions being asked in the classroom.

PL Day #1 – FY18

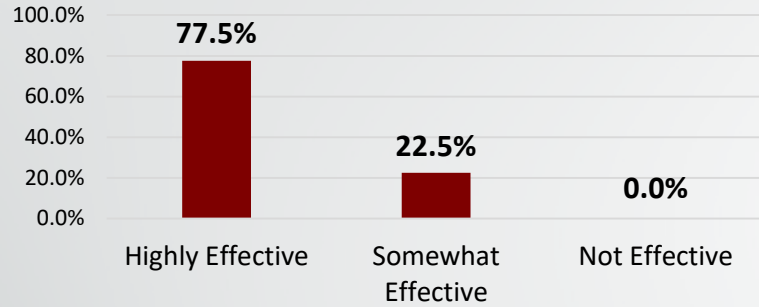
8/3/17

Focus	<p>Morning: Discuss SIP; Literacy Training – Close Reading</p> <p>Afternoon: Break-out Sessions to include: Discipline and Protocols; Standards-Based Classroom and IC; TKES; DOK Questioning</p>
Implementation effective?	Yes
Why/why not?	<p>Morning: This PL began by Ms. Wohler going through the SIP with the faculty to discuss our goals and the reasoning behind our goals. Then, the Academic Coaches facilitated a PL on Close Reading. All the Academic Coaches presented different parts, but the main concept of Close Reading was presented by Sheryl Green.</p> <p>Afternoon: Teachers were divided into groups and rotated to the four afternoon sessions. The sessions and presenters were as follows:</p> <ul style="list-style-type: none">• Discipline and Protocols – Mr. Taylor, Assistant Principal• Standards-Based Classroom – Mrs. Anthony, Assistant Principal & Ben Braaten, SIG Administrator• TKES – Ms. Wohler, Principal• DOK Questioning – Academic Coaches
Supporting Data	see data on next slide

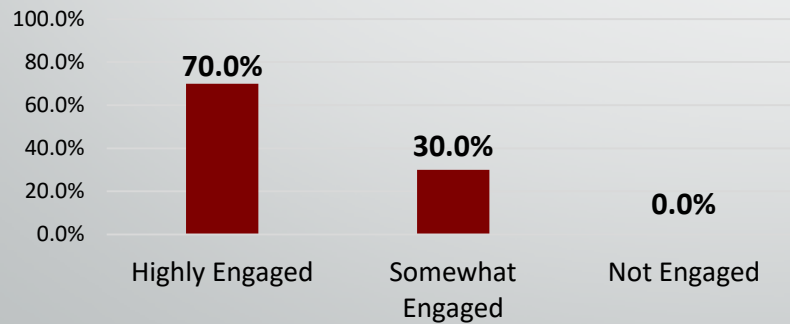
PL Day #1 – FY18

8/3/17

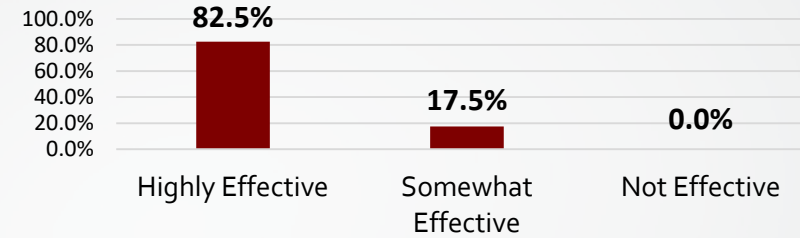
How effective was the morning session?



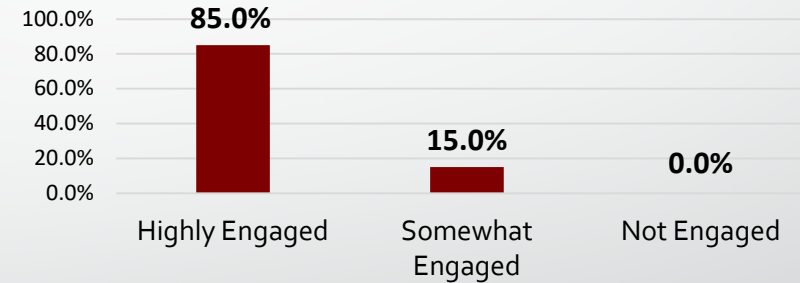
How engaged were you during the morning session?



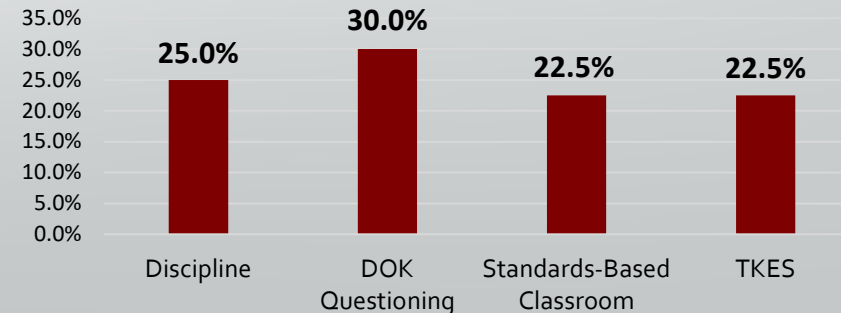
How effective was the afternoon breakout sessions?



How engaged were you during the afternoon breakout sessions?



Which session did you find the most beneficial?



PL Day #2 – FY18

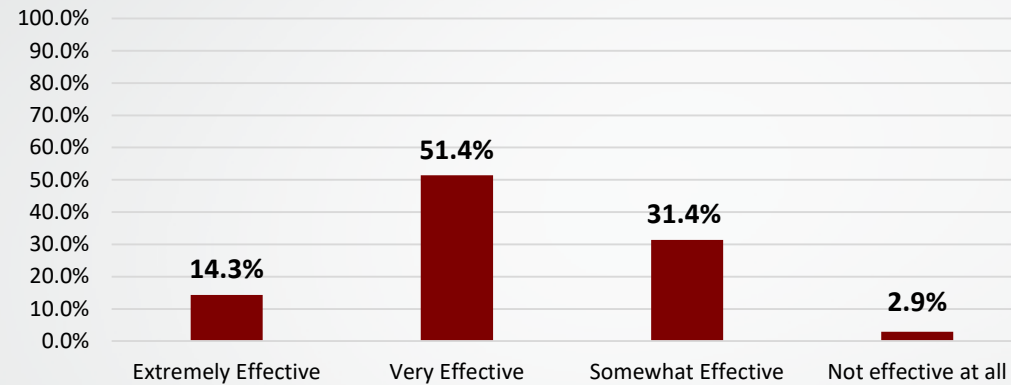
10/9/17

Focus	Higher-level questioning strategies to use when planning rigorous lessons and assessments
Was a change made from original plan?	No
Implementation effective?	Yes
Why/why not?	This PL was facilitated by Karen Branscombe-Power, a consultant with ICLE. The main focus was on higher-level questions. It was divided into two main parts – the first part was learning how to develop and use higher-level questions in your lessons while teaching and the second part was how to develop and use higher-level questions on assessments. This PL was done whole group, but teachers were divided into subject groups at different points throughout the PL.
Supporting Data	see data on next slide

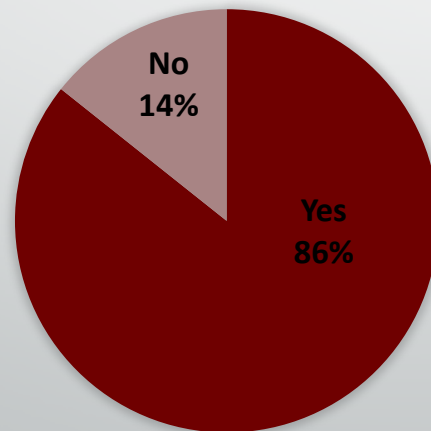
PL Day #2 – FY18

10/9/17

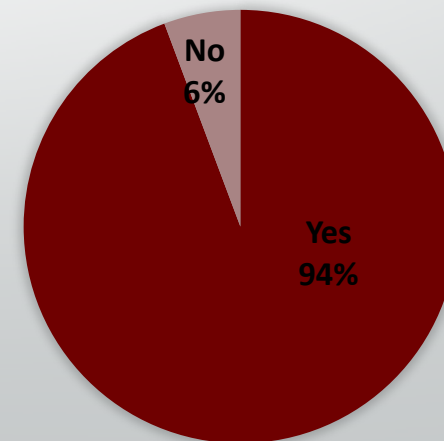
How effective was this PL on DOK levels and questioning in helping with classroom instruction?



This PL enhanced by level of understanding.



This PL was relevant to my needs.



PL Day #3 – FY18

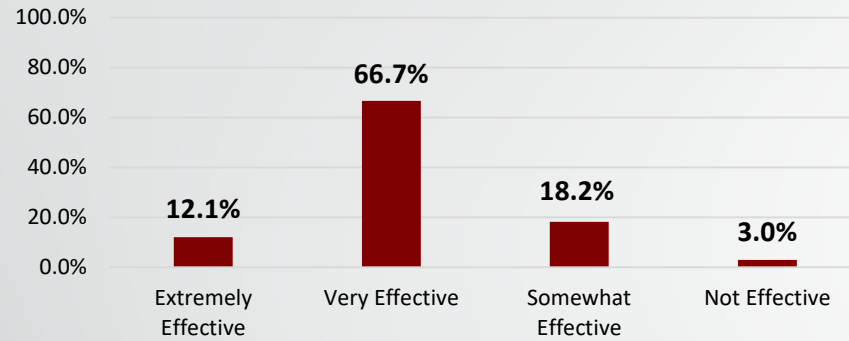
1/4/18

Focus	Formative and Summative Assessments
Was a change made from original plan?	Yes (In the original plan, formative and summative assessments were going to be addressed, but dealing more with higher-order questioning techniques. However, through classroom observations, coaches and administrators noticed that there was not a clear understanding of how to use formative assessments in the classroom.)
Implementation effective?	Yes
Why/why not?	<p>This PL was facilitated by the Academic Coaches. The main focus for this PL was to ensure that teachers understand how to use formative assessments in the class. During this PL, there was a part where questioning techniques was discussed relating to how questioning is used in the classroom while teaching versus what types of questions are being asked on both the formative and summative assessments.</p> <p>Teachers were also given time in the afternoon portion of the PL to work with their PLC – subject team to begin developing questions and formative assessments.</p>
Supporting Data	see notebook

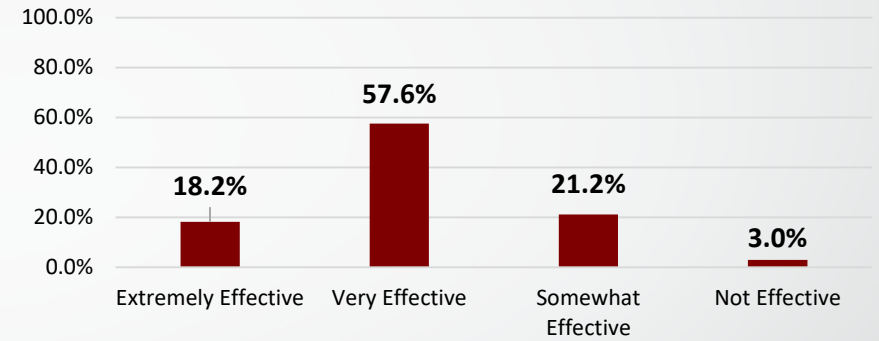
PL Day #3 – FY18

1/4/18

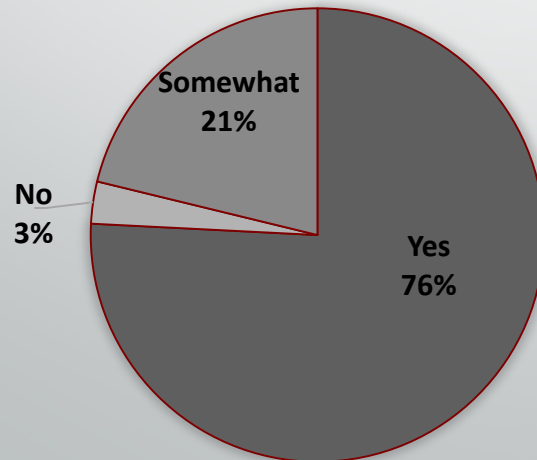
How effective was this PL on formative assessments?



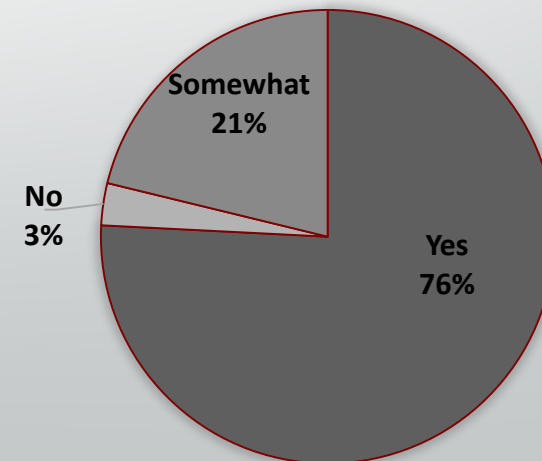
How effective was the planning time given to discuss and develop assessments with your PLCs?



This PL enhanced my level of understanding on how to create and use formative assessments.



This PL was relevant to my needs.





Prioritized Needs

10 Needs from CNA p. 75

1. Procedures and processes consistency
2. Rigorous (High Level) Questioning (oral/written)
3. Well Managed Environment
4. Challenging Learning Environment
5. Safe Orderly Learning Environment
6. Data Driven Interventions
7. Students Monitoring Goals
8. Feedback to Students
9. Differentiation
10. College and Career Readiness



Overarching Needs

Top 4 Needs from CNA pp. 77-78

1. Procedures and processes consistency
2. Rigorous (High Level) Questioning (oral/written)
3. Well Managed Environment
4. Challenging Learning Environment

Revised Instructional Goal

By May 2019, 100% of the faculty at Jordan Vocational High School will be trained to implement Tier 1 instruction techniques using Gradual Release of Responsibility, with 80% of the faculty effectively implementing these instructional techniques as measured by the lesson plans and the common walk-through forms.

Instructional Goal: Revised Action Steps

- Teachers will participate in a 12-week book study on the book, Better Learning Through Structured Teaching by Fisher and Frey. Teachers will meet once a week in small groups to discuss.
- A common classroom observation form will be implemented to document the Tier 1 instruction techniques to include the phases of Gradual Release, along with formative assessments.
- Teachers will note the Gradual Release strategies in weekly lesson plans.
- Teachers will discuss the Tier 1 instruction techniques/strategies to include the phases of Gradual Release in their weekly PLC meetings.

Revised Climate Goal

By May 2019, 100% of the faculty at Jordan Vocational High School will be trained on school-wide attendance policies and procedures, with 80% of the faculty effectively implementing the attendance plan to increase student attendance as measured by advisor notebooks and attendance reports.

Climate Goal: Revised Action Steps

- Advisement bell schedule everyday for the first two weeks of school to develop rapport and relationships with students, as well as to go through school policies and procedures.
- After initial two weeks of school, advisement cohorts will continue to meet once a week and/or as needed.
- Advisement cohorts will be set up so that attendance competitions will be rewarded through these groups.
- Rewards will be given to individuals each nine weeks with perfect attendance.
- Advisors will continue with the same cohort group of students through all grades – 9th, 10th, 11th, and 12th.
- All ten (10) Tier 1 critical elements of School-Wide Positive Behavioral Interventions and Supports (PBIS) will be at least partially implemented with five (5) of the ten (10) elements developed to at least 80% fidelity based on the Tiered Fidelity Inventory (TFI) score (or Self Assessment (SAS) Survey score).

FY19 PL Day Focus

8/3/2018	<p>Morning: Train teachers on how to implement the Advisement Program</p> <p>Afternoon: Introduce the book study on Better Learning Through Structured Teaching, by Fisher and Frey. Explain the reasoning behind doing the book study. Give an overview of the Gradual Release of Responsibility and the expectations for the classroom.</p>
10/8/2018	<p>Re-visit the Gradual Release of Responsibility strategies/techniques. Re-visit the Advisement program. Address formative assessments and how they should be used in the classroom.</p>
1/7/2019	<p>Begin discussing, planning, developing cross-curricular lessons between the core subjects and the CTAE classes that include Gradual Release strategies and techniques.</p>