



School Improvement Plan 2018 - 2019



**Muscogee County
Jordan Vocational High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Jordan Vocational High School
Team Lead	Rhonda Lloyd

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)("Other" should not be marked. It keeps marking itself even when we don't mark it.)

2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific Measurable Attainable Relevant Time-Bound

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Procedures and processes consistency
Root Cause # 1	Teachers using the same strategy and procedure with all students. Lack of schoolwide procedures that are consistent from classroom to classroom. Teachers' reluctance to address student misbehavior. Lack of experienced veteran teachers. Student attendance rates - high number of student absences and tardies.
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.

Action Step # 1

Action Step	Advisement bell schedule everyday for the first two weeks of school to develop rapport and relationships with students, as well as to go through policies and procedures.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom Observations
Position/Role Responsible	Administration, Academic Dean, Academic Coaches, Teachers, and Students
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	After initial two weeks, advisement cohorts will continue to meet once a week and/or as needed.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom Observations, advisement information
Position/Role Responsible	Administration, Academic Dean, Academic Coaches, Teachers, and Students
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Advisement cohorts will be set up so that attendance competitions will be rewarded through these groups.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monthly attendance reports
Position/Role Responsible	Administration, Academic Dean, Academic Coaches, Teachers, and Students

Action Step # 3

Timeline for Implementation	Monthly
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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Rewards will be given to individuals each nine weeks with perfect attendance.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Quarterly Attendance Report
Position/Role Responsible	Administration, Academic Dean, Academic Coaches, Teachers, and Students
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Advisors will continue with the same cohort group of students through all grades -- 9th, 10th, 11th, & 12th.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Attendance reports
Position/Role Responsible	Administration, Academic Dean, Academic Coaches, Teachers, and Students
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	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).
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Reports, Surveys, PBIS Meetings

Action Step # 6

Position/Role Responsible	Administration, Academic Dean, Academic Coaches, Teachers, and Students
Timeline for Implementation	Yearly

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Challenging Learning Environment
Root Cause # 1	Teachers do not convey to students what they are learning for the day. Teachers do not gradually release (or gradually teach - chunk material) to students. Teachers do not consistently check for understanding or mastery of content. Teachers do not have high expectations for students. Teachers lack of connection between instruction and assessment.
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.

Action Step # 1

Action Step	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.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Attendance and participation in weekly book study
Position/Role Responsible	Administration, Academic Dean, Academic Coaches, Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in	
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	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.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom Observation Forms
Position/Role Responsible	Administration, Academic Dean, Academic Coaches, Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Teachers will note the Gradual Release strategies in weekly lesson plans.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Weekly Lesson Plans
Position/Role Responsible	Administration, Academic Dean, Academic Coaches, Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Teachers will discuss the Tier 1 instruction techniques/strategies to include the phases of Gradual Release in their weekly PLC meetings.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC minutes

Action Step # 4

Position/Role Responsible	Administration, Academic Dean, Academic Coaches, Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>The Leadership Team met to discuss items from last year's CNA and reflected on matters and issues that are concerns throughout the building. Through this discussion between teachers, academic coaches, and the new administration, the focus and goals for the upcoming school year were decided. After the main focus was decided, then the paraprofessionals and parents were included to offer any ideas and suggestions that they might have to help improve matters within the school.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>We ensure that all teachers in our school are highly qualified in their content area. Training is an on-going process to help teachers continuously improve and develop effective strategies for teaching ALL students.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Jordan Vocational High School is a school-wide Title 1 school. All resources that we offer are offered to ALL students in each content area. This year, one of our main focuses will be teachers using the phases of the Gradual Release model in teaching their lessons for better understanding and mastery of the content. Once teachers grasp how to gradually release information to the students, chunk it into manageable sizes of information, and then continuously check for understanding through formative assessments, huge gains will be seen by ALL students.</p>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>There are many opportunities and events that are offered at Jordan to assist with the transition from one phase of life to another. To transition into high school, we have a freshmen orientation to give important information to the freshmen, tour the school, and learn important facts about high school. This year, we will have advisement at least once a week. This will allow the advisors to assist these freshmen with any difficulties they are having in high school and to continuously observe their grades, attendance, and behavior to help keep them on track. As for the transition to college and career, there are several opportunities offered for the students through Work-Based Learning, Dual Enrollment Classes, and Move on When Ready. Another activity that is informative for the seniors is the Future Fair, where we integrate results of the You-Science Career Aptitude Test. Through this Future Fair, seniors also learn about career resume' writing and are able to explore colleges and careers that are applicable to them.</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>The Leadership Team developed a "discipline tracker" that teachers will use in their classroom that involves several steps that a teacher must go through with each student for any level 1 infractions before writing a referral to the office. There are also other discipline practices that will be used, such as lunch detention, Evening School/Saturday School, and In-School Suspension. Also, with the new administration at Jordan this year, the plan will also include more positive reinforcements throughout the building to deter many of the discipline issues.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	
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