

Jeffersonville High School (0849)



PL 221 PLAN

2016-2017 SCHOOL YEAR

Submitted: Fall, 2016

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Executive Summary (Overview)

School and Community Description

Jeffersonville High School is a 9-12 public education facility serving 2073 students under the jurisdiction of the Greater Clark County School Corporation. The corporation has twelve elementary schools, three middle schools, and three high schools strategically located to serve a geographically, culturally, and socio-economically diverse community. The population of the high school is a direct reflection of the community. Approximately 18.8% of JHS students self-identified as African-American, 9.4% as multi-racial, 11.3% as Hispanic, 1% as Asian, and 61.3% as White/Caucasian. Of the 2073 students, 52.5% qualify for Free and Reduced Lunch (SES). The Special Education population is at 16.5%, and English Language Learners currently comprise approximately 4% of the total school population.

Greater Clark County Schools is situated in the southeastern tip of Indiana; its southern border is the Ohio River, just north of Louisville, Kentucky. The community is an area of mixed income as evidenced by the percent of Jeffersonville High students receiving free or reduced lunch. The Jeffersonville community is comprised of mostly single-family dwellings located in both condensed-urban and rural-urban settings. Infrastructure, in terms of industry and employment opportunities, is ever-increasing with the advancing development of River Ridge and the Ohio River Bridges Project. Population and business growth in the district are anticipated with the completion of the two new bridges.

Ms. Julie Straight is the principal of Jeffersonville High School. There are 117 full-time certified teachers, four permanent substitutes, four assistant principals, five counselors, a full-time athletic director, a full-time associate athletic director, one treasurer, a full-time registered nurse, and a full-time Jeffersonville Police resource officer. Four full-time safety and attendance liaisons assist in keeping Jeffersonville High School a safe and orderly institution. Other support staff include paraprofessional teaching assistants, clerical support staff, cafeteria/kitchen managers, media specialists and assistants, and housekeeping staff. The major challenge Jeffersonville High School faces is meeting the needs of its diverse student population.

Jeffersonville High School Highlights

- Award-Winning PRIDE Program for College & Career Readiness
- 141 Work Ethic Certificates awarded in 2016
- 99.2% of Seniors Confirmed Post-Secondary Plans in 2016 (472/475)
- 5+ Million in scholarships awarded to graduates in 2016
- 19 AP Classes in a wide range of content areas
- Dual Credit Courses: 4696 Dual Credits earned 2015-2016
- On-site vocational programs: Welding, Radio & Television Production, Family and Consumer Sciences, Early Childhood Development, Business, Technology /PLTW
- Certification Programs: 83 Certifications earned 2015-2016
- Norton Health Care Academy
- Partnership with Prosser Vocational School
- CELL & Indiana Chamber Best Practices HS Counseling Model Designation
- One-to-One Technology Initiative: personal student computing capabilities
- Nationally recognized, award-winning AFJROTC Program
- IUSE Partnership for Cadet Teaching
- Outstanding fine arts program- National Award-Winning Students-International Fringe Festival Presentation in Scotland – Summer, 2016
- Nationally recognized, award winning Theater and vocal Music programs - International Fringe Festival Presentation in Scotland – Summer, 2016
- ISSMA All-Music Band Award, 2015; Grammy Award Winning Band Program
- Award-winning student publications: *Topic* Yearbook; *Hyphen* Student newspaper; *Hyphen* On-line Student Publication
- 38 Team Sports for both male and female interscholastic competition
- JHS PBIS Program for Student Behavior Rewards
- Rachel's Challenge/Friends of Rachel Anti-Bullying Program
- 36 Clubs and Organizations offering a variety of co-curricular and extra-curricular opportunities
- Continuous updating of Technology Education Labs and Programs
- JHS Key Club Food Pantry – Spring of 2016-Present
- SADD Program: Students Against Destructive Decisions
- Life Academy, Ladies INC, and SPAVA Programs
- IHSAA “Champions Together” School
- Credit Recovery Program – Plato
- Peer Tutoring offered by National Honor Society

volunteers assist with clubs, band, theatre, choir, sporting events, and special programs. Parent support is visible and viable at all extra-curricular activities throughout the year.

Data from a parent/stakeholder survey indicated the following areas of notable achievement: 1) Parents believe that their children receive a quality education and they feel safe at school; 2) Parents are highly satisfied with the “individual attention” received by students from the teachers who assist them in improving their learning; and 3) Parents agree with other stakeholders that there is overall appreciation and approval of their students’ educational experiences at JHS. Greater efforts are being made to enhance parent communication, e.g., the Freshman Academy initiative to call each home.

Technology

Jeffersonville High School has implemented a 1:1 Chromebook initiative which has been in effect for the past 3 years; this year, new devices were purchased for each student. Teachers are utilizing all aspects of technology to increase student engagement and provide more real-world connections to the curriculum. Staff development has been offered to increase teachers’ comfort levels with the Chromebook initiative and Google technology; an eLearning conference has been offered at the beginning of each school year to ensure that diverse examples of technology integration are offered at the beginning, intermediate, and advanced levels of expertise to address the needs of all staff.

This year, the Director of Technology has implemented a Digital Citizenship initiative at each school to address issues directly related to the proper use of social media and tech in general.

Representatives at each school in the district have been charged with the facilitation of programs and activities focused on creating greater awareness and making good choices in this area.

Safe and Orderly Environment

According to surveys from stakeholders and students, there is an overall feeling of safety at Jeffersonville High School. Two safety-liaisons work together to ensure that all drills and procedures are in place; proactive practice has led to a more uniform vision of how specific incidents are to be handled; this year, many administrators attended a seminar to train personnel in the ADD method for dealing with active shooters on campus. These practices will be refined and enhanced as this school year progresses.

PBIS has been in effect for two full years, and the results have been a far-reaching, positive impact on school climate and culture. Students participate in various reward activities and are awarded tickets for exemplary behavior. Those who do not meet the expectations are referred to a Tier II structure for

more support and encouragement through interventions which range from Check In/Check Out with a staff mentor to structured small groups.

Dashboard data reveals the following regarding the ‘safe and orderly environment’ at Jeffersonville High School: 1) The number of students with no behavioral referrals averaged 74.1%, above the goal of 70% set the prior year; 2) The number of behavioral referrals (ODRs) was 1339, below the goal set at 1400; 3) The number of Tier 2 students showing growth was 153, above the goal of 150; 4) In-School suspensions and Out-of-School Suspension were above the goal average; 5) The number of students moving from Tier 2 to Tier 1 was below the goal of 100. From these data, it is clear that areas of focus should include decreasing ISS and OSS and increasing the number of students who are able to move from Tier 2 to Tier 1 during the course of the school year. (See chart below.)

Ongoing 2015-16 Data	Source	Dist. Avg	Sch Avg.	Sch Goal	High Totals 9-12			
Other		2014-15	2014-15	2015-16	Q. 1	Q. 2	Q. 3	Q.4
PRIDE - # of students with ALL 2's	Report card	NA	NA	20%	486/2066 = 23.5%			
PRIDE - # of students with 1's and/or 2's	Report card	NA	NA	70%	1328/2066 = 64.3%			
Number of grade 12 students receiving Work Ethic Certificate	PRIDE report	170	107	30%				139
% of Students with NO Behavioral Referrals	PS/SWIS	66%	72.7%	70%	78.3%	77.4%	72.7%	74.1%
# of Behavioral Referrals - School Cumulative	PS/SWIS	4421	1446	1400	664	1362	1727/4405	1339
# of Behavioral Referrals - Bus Cumulative	PS/SWIS	23	5	10	8	10	16	15
# of Students Behavior tier 2 IMPACT	SWIS	214	149	200	93	86	97	102
# of Tier 2 Impact students showing Growth	SWIS	78	39	150	51	26	47	19
# of Tier 2 Impact Students moving to Tier 1	SWIS	57	39	100	7	12	6	5
# of Students Behavior tier 3 IMPACT	SWIS	48	12	50	13	0	0	3
# of Tier 3 Impact students showing Growth	SWIS	13	6	30	13	0	0	0
# of Tier 3 Impact Students moving to Tier 2	SWIS	10	6	15	11	0	0	3
# of In-School suspensions - Cumulative	Power School	1001	249	200	216	432	716	305
# of Out-of-School Suspensions - Cumulative	Power School	298	32	30	46	97	135	42
# of Students assigned to Alternative Ed. Cumulative	Power School	82	1	15	15	49	69	11
Staff Attendance - All Staff	HR Report	94.9%	94.9	98.00%	95.70%	79%	92.00%	90.1
Student Attendance	Power School	93.6%	91.9%	95%	94.0%	92.1%	91.0%	90.4%

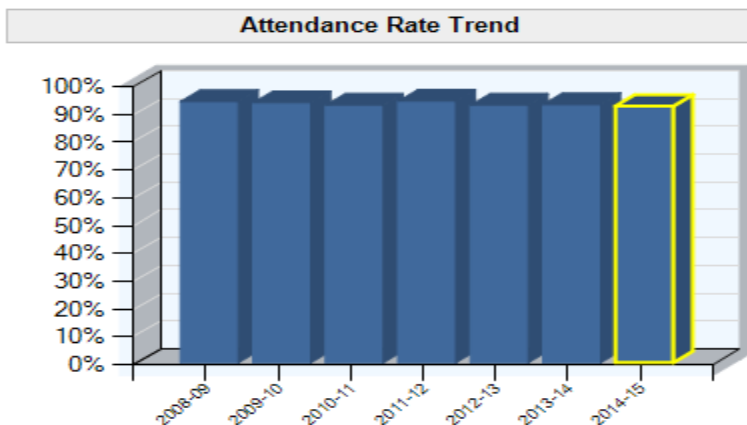
Cultural Competency

Jeffersonville High School provides a safe, engaging learning environment which promotes academic and personal success for all students. Through multiple levels of course offerings—including English and math labs, Advanced Placement, Dual Credit, Honors, and Cadet Teaching, through a co-teaching model which addresses the diverse needs of ELL and other special populations, and through Impact activities designed to promote PRIDE, students are involved in a myriad of experiences which

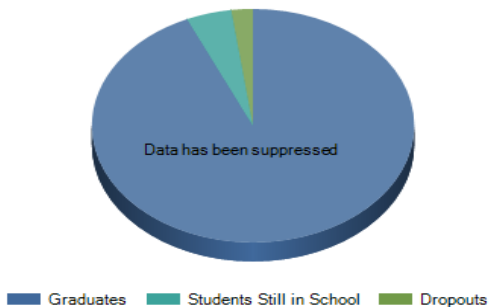
prepare them for the global world in which they will find themselves upon graduation. Strong and supportive staff, including co-teachers and special education, administrators, counselors, and interventionists, collaborate to implement best practices which address individualized needs. Extra-curricular events and athletics promote a cohesive focus on achieving goals and ensuring a tolerance for the differences which make Jeffersonville High School a responsive and effective institution of learning.

Attendance/Graduation

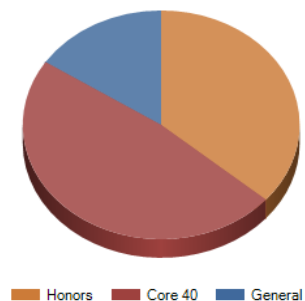
Attendance rates have remained steady over the past 3 years ranging from 92.9% in 2012-2013 to 92.2% in 2014-2015. Several initiatives have been put into play in an attempt to enhance and increase student attendance. Among these have been PBIS with a focus on perfect and improved attendance rewards, a revamping of personnel who focus more closely on sign-ins/truancies, and the initiation of the SMART Program in conjunction with Clark County Probation. The most recent records are reflected in this graph:



Four Year Cohort Status 2014-15



Four Year Cohort Diploma Types 2014-15



Graduation rates have continued to surpass the state average while four-year cohort diploma types show that the majority of students are receiving either Core 40 or Academic Honors. Graduation rates show that the state average for high schools was 88.9% while Jeffersonville High School achieved 91.9%. Only 15% of students received the General Diploma while 85% earned the higher levels of Core 40, Academic, and Technical Honors.

Curriculum and Instruction

GCCS curriculum is aligned with the Indiana College and Career Readiness Standards. Curriculum information is located in the main office, as well as on the Greater Clark County Website. All certified staff have been trained and are using pacing guides developed by the district which are aligned to the state curriculum guidance. Secondary classroom teachers in grades 9-12 have: Language Arts, Math, Science, Social Studies pacing guides and common assessments
Curriculum development occurs in the following areas:

- English
- Mathematics
- Science
- Social Studies
- Music
- Art
- Physical Education/Health
- Technology Education
- Business Education
- Foreign Language

The interventions that will address critical areas will include:

- Language Arts Lab
- Math Lab
- USA Test Prep
- Read 180

Titles and Descriptions of Assessment Instruments

ELA Reading/Writing:

Applied Performance Based Assessments – These ELA assessments focus on Indiana State and Common Core Standards providing students with exposure to open-ended response questions. Teachers score the applied assessments with Rubrics designed from State Assessments. The teacher created assessments are administered every two-three weeks then scored and analyzed by the teacher.

Writing: A district writing prompt is administered to 9-12 students at the end of each quarter and scored with the Indiana Writing and Conventions Rubrics. Each quarter a different writing genre is addressed.

STAR: Grades 9-10 teachers administer and analyze STAR Reading results three times a year.

Mathematics:

STAR: Teachers administer and analyze STAR results three times a year to all students enrolled in Algebra, Math Lab and other students as needed

Across the Curriculum:

Common Quarterly Assessments – Grades 9-12 teachers create assessments aligned to standards and are administered each quarter to assess content standards taught.

ACT– Students in grade 11 participate in College Board exams. Data from ACT is analyzed and used to align curriculum to Quality Core Standards.

WorkKeys – All grade 12 students are assessed in Reading for Information, Locating Information and Applied Math using ACT WorkKeys. Students earn National Certificates based on scores in the three areas.

Key Train – All students in grade 9 complete a KeyTrain assessment. Curriculum is designed for each student based on the results from Reading, Math and Locating Information. Curricular modules will be completed by student during their high school career.

Work Keys – All seniors take the Work Keys test in the spring to determine work readiness in essential skills areas. This is part of the Greater Clark College and Career Readiness initiative.

Mission, Vision, and Beliefs

Mission Statement:

The mission of Jeffersonville High School is to provide all students with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

Vision Statement:

Jeffersonville High School will be a school of academic excellence where all students are inspired and supported to achieve success.

Belief Statements:

- Jeffersonville High School produces life-long learners.
- All Jeffersonville High School students will have the opportunity to learn and achieve at high levels.
- Diversity at Jeffersonville High School strengthens individuals and the community.
- Teacher collaboration at Jeffersonville High School improves instruction and educational opportunities for all students.
- All students, parents (guardians) and school personnel partner with, share responsibility for, and encourage student academic success at Jeffersonville High School.

Leadership Team

Leadership at Jeffersonville High School is collaborative and collegial. Principal Straight meets twice weekly with a team consisting of the Assistant Principals, Guidance Director, and Athletic Director to discuss issues, concerns, instruction, climate/culture, activities, events, and future plans/goals. Subsequently, the Building Leadership Team meets bi-monthly to gather pertinent information that is then passed along through department meetings. In this cyclical manner, communication continues to flow in a logical progression so that all staff are kept in the loop throughout the school year. The Building Leadership Team also serves as a “sounding board” for new initiatives at the district and school level, providing input and feedback that become a valuable evaluative component in moving forward or taking more time for implementation.

In addition to these teams, there are two PBIS groups that meet regularly to plan, organize, and implement Positive Behavioral Interventions and Support for the students at JHS. Using data from SWIS, a reporting system for discipline and attendance, team members are able to track frequency of disciplinary infractions as well as the effects of interventions and positive rewards structures which are put in place to address key issues. A Steering Team meets every other week to set goals, plan activities and rewards, look at data, and decide on actions needed for that month; a Universal Team comprised of many more staff members meets on alternate weeks to discuss general needs and ideas.

PBIS Steering Team Members are:

Tim Lagrange – Chair	Angel Gold
Dr, Mariane Fisher – Co-Chair	Theresa Piazza
Missy Brewer – Team Leader	Cortney Arrowood
Amy Cook – Team Leader	Jasmine Romans
Steve Cooley	Mark Felix

Newly organized and implemented this year is the JHS Freshman Academy. Four teams have been formed to address transition issues for all incoming ninth graders. These teams are led by a leadership group consisting of Jeff Ganote, Eric Metcalfe, Jasmine Rigor, and Amy Cook along with Principal Tim LaGrange and counselor Jan Myers-Haire.

2016-17 JHS Building Leadership Team

Julie Straight – Principal

Dr. Mariane Fisher – Assistant Principal – PD/Instruction

Ginger Whitis – Assistant Principal – Data/Assessment

Tim LaGrange – Assistant principal – PRIDE/Tier 2

Charles Marshall – Assistant Principal - SPED

Jan Myers – Guidance Director

Jeff Cox – English Dept. Chair

Shadd Clarke – Math Dept. Chair

Delaina Snelling – Science Dept. Chair

Doug Wacker – Social Studies Dept. Chair

Jenna Felix – World Languages Dept. Chair

Jodi Bradley - PE, Performing & Fine Arts Dept. Chair

Dusty (Alvin) Corum – Business and Vocational Dept. Chair

Becky Shafer – TOR

Jeff Wigginton – AIC

Dawn Cunliffe – AIC

Mark Felix – BIC

Missi Brewer – Instructional Leader Science

Larissa Williams – Instructional Leader Social Studies

Jeff Ganote – Instructional Leader Math

Dave Papenhaus – Unpaid Instructional Leader - PLTW

Col. Robert Benning – AFJROTC

Three-Year Goals 2016-19

Goal 1: English/Language Arts

Goal: By Spring, 2019, $\geq 66\%$ of students in Grade 10 will meet State Standard in ELA as measured by ISTEP+/ISTAR.

Benchmarks

By the Spring of 2017, $\geq 50\%$ of Free & Reduced Lunch (SES) students will meet State Standards in ELA as measured by \geq ISTEP+/ISTAR.

By the Spring of 2017, $\geq 20\%$ of students in Special Education will meet State Standards in ELA as measured by \geq ISTEP+/ISTAR.

By the Spring of 2017, $\geq 35\%$ of students in the ENL program will meet State Standards in ELA as measured by \geq ISTEP+/ISTAR.

By the Spring of 2017, $\geq 51\%$ of students of ethnicity will meet State Standards in ELA as measured by \geq ISTEP+/ISTAR.

Goal 2: Mathematics

Goal: By Spring, 2019 $\geq 66\%$ of the students in Grade 10 will meet State Standards in Mathematics.

Benchmarks

By the Spring of 2017, $\geq 50\%$ of Free & Reduced Lunch (SES) students will meet State Standards in mathematics as measured by \geq ISTEP+/ISTAR.

By the Spring of 2017, $\geq 20\%$ of students in Special Education will meet State Standards in mathematics as measured by \geq ISTEP+/ISTAR.

By the Spring of 2017, $\geq 35\%$ of students in the ENL program will meet State Standards in mathematics as measured by \geq ISTEP+/ISTAR.

By the Spring of 2017, $\geq 51\%$ of students of ethnicity will meet State Standards in mathematics as measured by \geq ISTEP+/ISTAR.

Goal 3: College and Career Readiness/Graduation

By the Spring of 2019, students will surpass the state graduation rate.

Benchmarks

By the Spring of 2017, the graduation rate for Jeffersonville High School will be 96.5%.

By the Spring of 2018, the graduation rate for Jeffersonville High School will be 97%.

By the Spring of 2019, the graduation rate for Jeffersonville High School will be 98%.

Goal: By the Spring of 2019, the total CCR score will surpass 70%.

Benchmarks

By the Spring of 2017, the total CCR score will surpass 60%.

By the Spring of 2018, the total CCR score will surpass 65%.

Data Summary and Action Plan

Data Wise Action Plan

School: Jeffersonville High School

Grade Level/Subject Area: 9-12

Area of Focus: LITERACY

Data (Need Specific Data for Literacy) ISTEP+, CQAs, ECAs

STAR	ECA	CQA	ISTEP ELA
34%	60%	65.8%	55%
Goal: 40%	Defer to ISTEP+	Goal: 75%	58%

2016 ISTEP+ Performance (% of Students who Passed ELA ISTEP+): Jeffersonville High School had 55% (301/547) of students in grade 10 pass the ELA ISTEP+ Test.

2017 ISTEP+ Performance Goal (% of Students who Passed ELA ISTEP+): Jeffersonville High School will increase the percentage of students passing the ELA ISTEP+ to 58%.

2016 STAR (% of Students at Grade Level on Reading): Jeffersonville High School had 34% of students earning above 50% on the STAR Reading Test during the 4th quarter of last year.

2017 STAR Goal (% of Students at Grade Level Reading): Jeffersonville High School will increase the percentage of students earning above 50% by 6%, to 40%.

2016 ELA CQA Mastery: Jeffersonville High School had 60% (325/540) of students taking the ELA ECA pass.

2017 ELA CQA Mastery Goal: Jeffersonville High School will defer to the grade 9-10 ISTEP+ test for goal-setting.

What is the Learner-Centered Problem?

A. 9 – 12 Students across content areas struggle with persisting in reading complex texts

B. 9 – 12 Students across content areas struggle with citing textual evidence to support responses to open-ended questions and prompts on standardized and formative assessments.

What is the Problem of Practice?

A. 9 – 12 The problem of practice is that teachers across all content areas do not use consistent strategies to assist students in persisting in reading complex text.

B. 9 – 12 The problem of practice is that teachers across all content areas do not use a consistent strategy to address citing textual evidence to support responses to open-ended questions and writing prompts.

What Instructional Strategy will be implemented to reach goal?

A. 9 – 12 The Instructional Strategy that will be used for persistence in reading complex text will be the Close Reading Process which will be implemented across all content areas.

B. 9-12 The Instructional Strategy that will be used for citing textual evidence when responding to prompts across content areas will be the RACE (Restate, Answer, Cite an Example, Explain the Example) Process.

Task (What specific tasks will you implement to reach goal?)	When (Timeline?)	Who (What staff member will be responsible for implementation/monitoring?)
1) Close Reading strategies will be used across content areas to increase persistence with complex text, as well as with citing evidence to support responses.	1) Close Reading modeling began in August, 2016, and will continue throughout Semester I. ELA teachers will provide PD to all content area teachers. 2) ELA teachers will provide PD to all staff regarding the implementation of the	1) Dawn Cunliffe, AIC, is working with 9 th and 10 th grade English teachers and some social studies teachers on implementing the Close Reading approach which will be expanded to all content areas.

<p>2) The RACE strategy will be used across content areas to address responses requiring support from textual evidence.</p> <p>3) Cornell Notes are utilized to help guide the reading of text, including the use of the concluding summarization piece to cite textual evidence.</p> <p>4) Read every day, write every week; publish every quarter are district guidelines which promote literacy across content areas.</p>	<p>RACE strategy for responding to questions/ prompts for more complex text.</p> <p>3) Professional Development was provided to all staff at the beginning of school (7/27/2016) regarding the use of Literacy Tools for increasing reading comprehension and engagement.</p> <p>4) Modeling, monitoring, and training will be ongoing throughout the 2016-2107 school year.</p>	<p>2) English Department Chair, Jeff Cox, will organize a team of teachers to present and facilitate the use of the RACE strategy across all content areas.</p> <p>3) Dr. Mariane Fisher, Dawn Cunliffe, Jacqueline Means, Jennifer O'Brien</p> <p>4) Walk-throughs and observations by APs and the Principal will provide opportunities to monitor implementation. Dawn Cunliffe, AIC, will assist with modeling and implementation.</p>
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Data Summary and Action Plan

Data Wise Action Plan

School: Jeffersonville High School

Grade Level/Subject Area: Mathematics

Area of Focus: NUMERACY

Data:

STAR	CQA	ISTEP
64%	51.82%	21.4%
Goal: 69%	Goal: 56.82%	25.4%

2016 ISTEP+ Performance (% of Students who Passed Math ISTEP+): Jeffersonville High School had 21.4% (117/546) of grade 10 students pass the ISTEP+ Math Test.

2017 ISTEP+ Performance Goal (% of Students who Passed Math ISTEP+): Jeffersonville High School will increase the percentage of students passing the ISTEP+ Mathematics test to 26.4%.

2016 STAR (% of Students at Grade Level in Math): Jeffersonville High School had 64% of students earning above 50% on the STAR Math Test during the 4th quarter of 2015-2016.

2017 STAR Goal (% of Students at Grade Level in Math): Jeffersonville High School will increase the percentage of students earning above 50% to 69%.

2016 Math CQA Mastery: Jeffersonville High School had 51.82% (655/1264) of students in grades 9-12 master the Common Quarterly Assessment in mathematics.

2017 Math CQA Mastery Goal: Jeffersonville High School will increase the percentage of students earning 75% on the CQA to 56.82%.

What is the Learner-Centered Problem?

A. 9 –12 Students display a deficit in conceptual understanding in mathematics when learning material at a higher Depth of Knowledge as compared to just memorizing steps to get an answer at a lower Depth of Knowledge.

B. 9 -12 Students need frequent practice with multiple representations of questions to aid in application of skills to graphical, numerical, algebraic, or verbal presentations of mathematical problem solving.

What is the Problem of Practice?

A. 9 – 12 Teachers are focusing more attention on review and building of mathematical skills/operations than on conceptual understanding of mathematical processes and practices.

B. 9 – 12 Teachers are not making frequent needed connections from previous skills learned to higher-level methods and applications which can strengthen mathematical understanding.

What Instructional Strategy will be implemented to reach goals?

A. 9-12 The Instructional Strategy for building conceptual understanding will be the implementation of conceptual units using the Balanced Math model. This will give students the opportunity to strengthen their depth of knowledge regarding mathematical processes.

B. 9-12 The Instructional Strategy for making connections will be to use multiple representations of questions to aid in the application of skills to graphical, numerical, algebraic, or verbal presentations of mathematical problem solving.

<u>Task</u> (What specific tasks will you implement to reach goal?)	<u>When</u> (Timeline?)	<u>Who</u> (What staff member will be responsible for implementation/monitoring?)
<p>1) The train-the-trainer model for Balanced Math will be utilized to provide PD for all math teachers, in the area of creating and implementing Conceptual Units.</p> <p>2) Various representations of questions will be utilized to enhance students’ skills with problem solving.</p> <p>3) Daily Math Review and Mental Math will be part of the classroom routine allowing teachers to address and revisit 8th grade and Algebra I skills which will comprise 1/3 of the new I-STEP+ exam for 10th grade.</p>	<p>1) PD will be provided during Semesters I and II which will review the purpose, creation, and implementation of conceptual units of study.</p> <p>2) 2016-2017 Semester I: PD for Graphic Representation strategies and applications.</p> <p>3) 2016-2017 School Year – PD Review with staff new to teaching math and/or for 9th/10th grade math teachers</p>	<p>1) A Balanced Math trainer, will coordinate the training with Karen Spencer, GCCS Supervisor of Assessment.</p> <p>2) Math Department Chair, Shadd Clarke; FA Team Leaders Jeff Ganote and Eric Metcalfe; Jeff Wigginton, AIC</p> <p>3) AIC Jeff Wigginton, Shadd Clarke, Math Department Chair</p>

Data Summary and Action Plan

Data Wise Action Plan

School: Jeffersonville High School

Grade Level/Subject Area: 9-12/PRIDE

Area of Focus: PRIDE- Graduation Rate/CCR/Behavioral Referrals

Data (Need Specific Data for PRIDE)

Graduation Rate

CCR

Behavior Referrals

Goal 2015-2016	Actual	Goal 2016-2017	Goal 2015-2016	Actual	Goal 2016-2017	Goal 2015-2016	Actual	Goal 2016-2017
96%	96.2%	96.5%	60%	58.9% (14-15)	62%	1400	1942	1500

2016 PRIDE Results (Graduation): The Graduation Rate for Jeffersonville High School for 2015-2016 was 96.2%.

2017 PRIDE Goal (Graduation): The goal for Jeffersonville High School’s Graduate Rate for next year will be 96.5%. The goal for Waivers will be 9%.

2016 PRIDE Results (CCR): Jeffersonville High School set a goal for CCR at 60% for 2015-2016. The results are not yet available.

2017 PRIDE Results (CCR): Jeffersonville High School will set a goal of 65% for CCR for the 2016-2017 school year.

2016 PRIDE Results (Behavior Referrals): The average rate of ODRs (Office Discipline Referrals) for Jeffersonville High School for 2015-2016 was 1942.

2017 PRIDE Goal (Behavioral Referrals): Jeffersonville High School will decrease the average number of ODRs (Office Discipline Referrals) by 23%, from 1942 to 1500.

PRIDE AREA – Graduation: What is the Learner-Centered Problem?

Many students do not have the resources or persistence to complete graduation requirements. This leads to a lower graduation rate and the granting of more waivers.

What is the Problem of Practice?

Teachers and staff are not consistently informed of student progress toward graduation, nor are they given consistent strategies to address students who are falling behind in credits or who lack motivation to succeed.

What Instructional Strategy will be implemented to reach goal?

The Instructional Strategy will be to streamline Special Populations interventions and accountability through the use of TORs in both special education and ELL while increasing opportunities for students to utilize benefits from the Freshman Academy and services from the College and Career Center.

Task (What specific tasks will you implement to reach goal?)	When (Timeline?)	Who (What staff member will be responsible for implementation/monitoring?)
<p>1) Two Teachers of Record (TORs) will coordinate caseloads and conferencing for special education students to ensure that academic, behavioral, and attendance issues are quickly addressed. They will work with the Freshman Academy Team which has implemented its own Progress Monitoring Data Wise System.</p> <p>2) The College and Career Center at JHS will continue to broaden its services and offerings to enrich and motivate a greater number of students as the district moves a full academy model.</p> <p>3) Students will begin to experience an “academy” model at grade 9 for their high school education which will connect real-world, lifelong learning to College and Career Readiness and help them to make a smoother transition to the upper grades.</p>	<p>1) 2016-2017 School Year</p> <p>2) 2016-2017 School Year, Semester I</p> <p>3) 2016-2017 School Year: Freshman Academy established</p>	<p>1) Becky Shafer and Stephanie Niemi; Tim LaGrange, Mariane Fisher, Melissa Brewer, Amy Cook, Theresa Piazza, Jasmine Rigor, Cortney Arrowood, Steve Cooley, Mark Felix; Jan Myers-Haire,</p> <p>2) Jason Graves, CCR Coordinator; Counseling Department</p> <p>3) Tim LaGrange, Principal; Jan Myers-Haire, Counselor; Jeff Ganote, Amy Cook, Jasmine Romans, & Eric Metcalf FA Team Leaders; Whitney Roberts, Angel Gold, Shelby McCorkle, Tyler Colyer</p>

PRIDE AREA – Behavioral Referrals (ODRs = Office Discipline Referrals)

What is the Learner-Centered Problem?

Students accumulate excessive Office Discipline Referrals (ODRs) for defiance and disruption in the classroom.

What is the Problem of Practice?

Teachers and staff need to provide more timely, research-based Tier 1 and Tier 2 interventions to assist and support students in making better choices regarding their behaviors.

What Instructional Strategy will be implemented to reach goal?

The Instructional Strategy is to develop a school-wide system for addressing disciplinary infractions accompanied by Professional Development regarding De-Escalation, 4:1 Positive Comments, and more frequent OTRs (Opportunities to Respond) to assist staff in employing multiple interventions before assigning an Office Discipline Referral. Tier 2 interventions will be expanded to include focused group incentives for frequent ISAP repeat offenders.

Task (What specific tasks will you implement to reach goal?)	When (Timeline?)	Who (What staff member will be responsible for implementation/monitoring?)
<p>1) Develop and provide staff with a T-Chart for addressing Disciplinary infractions to delineate which should be addressed in the classroom and</p>	<p>1) Fall, 2015 – July 27, 2016</p>	<p>1) PBIS Steering Team develops and vets and implements a T-Chart for JHS Disciplinary infractions.</p>

<p>which should result in an office referral.</p> <p>2) Provide staff with PD regarding 4:1 and OTRs (Opportunities to Respond) to increase engagement and positive interaction in the classroom.</p> <p>3) Provide staff with De-Escalation Training to promote more effective Tier 1 classroom intervention.</p> <p>4) Implement a systemic approach to addressing students with chronic ODRs, including data-driven Tier 2 referral, differentiated intervention, and bi-monthly Progress Monitoring.</p>	<p>2) Implement T-Chart: July 29, 2016 – June, 2017; Dr. Terry Scott PD, Semester II, 2016</p> <p>3) Spring, 2016; Fall, 2016</p> <p>4) Spring, 2016 – August, 2017</p>	<p>2) PBIS PD Committee: Jasmine Romans, Chair</p> <p>3) Charles Marshall, AP; Angela Kern, Teacher; Linda DuFour, District PBIS Coordinator</p> <p>4) PBIS Steering Team; Mark Felix, BIC</p>
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No statutes and/or rules
will be waived by
Jeffersonville High
School.

Fall, 2016
Year

Appendix

References

- Ainsworth, L., & Christinson, J. (2006). *Five easy steps to a balanced math program for secondary grades*. Englewood, CO: Advanced Learning Press.
- Lapp, D., Moss, B., & Grant, M.C. (2016). *Turning the page on complex texts: Differentiated scaffolds for close reading instruction*. Bloomington, IN: Solution Tree.
- Torgesen, J.K. (2007). Five areas of instructional improvement to increase academic literacy. In *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Retrieved from <http://www.adlit.org/article/19999/>

GCCS DATA DASHBOARD CHARTS: JHS

CQA DATA

CQA 2015-16 Data	CQA			
ELA	Q1	Q2	Q3	Q4
% of Gr.9 Students at 75% ELA	328/593 = 55.31%	413/575 = 71.83%	293/539 = 54.36%	339/575 = 58.78%
% of Gr.10 Students at 75% ELA	362/546 = 66.30%	346/527 = 65.65%	203/494 = 41.09%	330/518 = 63.71%
% of Gr. 11 Students at 75% ELA	243/479 = 50.73%	228/467 = 48.82%	145/397 = 36.52%	229/425 = 53.88%
% of Gr. 12 Students at 75% ELA	303/448 = 67.63%	219/389 = 56.30%	236/408 = 57.84%	364/397 = 91.69%
Totals % ELA Mastery	1236/2066 = 59.83%	1206/1938 = 62.23%	877/1838 = 47.77%	1260/1915 = 65.80%
Math	Q1	Q2	Q3	Q4
% of Algebra I Students at 75% Math	265/498 = 53.21%	143/411 = 34.79%	178/399 = 44.61%	192/382 = 50.26%
% of Geometry Students at 75% Math	221/431 = 51.28%	129/370 = 34.89%	153/434 = 35.25%	180/404 = 44.55%
% of Algebra II Students at 75% Math	365/523 = 69.77%	307/514 = 59.73%	264/454 = 58.15%	282/441 = 63.95%
Totals % Math Mastery	861/1450 = 59.38%	581/1337 = 43.46%	595/1308 = 45.49%	655/1264 = 51.82%
Science	Q1	Q2	Q3	Q4
% of Biology Students at 75% Science	303/553 = 54.79%	280/553 = 50.63%	290/546 = 53.11%	287/462 = 62.12%
% of Chemistry Students at 75% Science	301/378 = 79.63%	231/370 = 62.43%	189/365 = 51.78%	240/368 = 65.22%
% of Earth/Space Students at 75% Science	138/219 = 63.01%	124/209 = 59.33%	138/211 = 65.40%	133/208 = 63.94%
% of ICP Students at 75% Science	19/309 = 6.15%	146/313 = 46.65%	180/298 = 60.40%	72/185 = 38.92%
% of Physics Students at 75% Science	89/125 = 71.20%	72/131 = 54.96%	75/117 = 64.10%	112/114 = 98.25%
Totals % Science Mastery	910/1584 = 57.45%	853/1576 = 54.12%	872/1535 = 56.81%	844/1337 = 63.13%
Social Studies	Q1	Q2	Q3	Q4
% of Economics Students at 75% Social Studies	153/199 = 76.88%	171/255 = 67.08%	174/243 = 71.60%	199/239 = 83.26%
% of Government Students at 75% Social Studies	157/202 = 77.72%	210/261 = 80.46%	162/235 = 68.94%	179/222 = 80.63%
% of U.S. History Students at 75% Social Studies	329/462 = 71.21%	332/474 = 70.04%	310/438 = 70.78%	350/433 = 80.83%
% of World History Students at 75% Social Studies	290/439 = 66.06%	316/437 = 72.31%	288/444 = 64.87%	298/442 = 67.42%
Totals % Social Studies Mastery	929/1302 = 71.35%	1029/1427 = 72.11%	932/1360 = 68.53%	1026/1336 = 76.80%
Writing	Q1	Q2	Q3	Q4
% of Gr. 9 Students at Benchmark WA	327/530 = 61.70%	378/520 = 72.69%	312/480 = 65.00%	346/499 = 69.34%
% of Gr. 9 Students at Benchmark WC	367/530 = 69.25%	429/520 = 82.50%	380/480 = 79.17%	398/499 = 79.76%
% of Gr. 10 Students at Benchmark WA	322/539 = 59.74%	321/489 = 65.64%	318/526 = 60.46%	316/516 = 61.24%
% of Gr. 10 Students at Benchmark WC	350/539 = 64.94%	332/489 = 67.89%	335/526 = 63.69%	335/516 = 64.92%
% of Gr. 11 Students at Benchmark WA	312/438 = 71.23%	328/423 = 77.54%	321/373 = 86.06%	298/371 = 80.32%
% of Gr. 11 Students at Benchmark WC	310/438 = 70.78%	357/423 = 84.40%	307/373 = 82.31%	319/371 = 86.08%
% of Gr. 12 Students at Benchmark WA	321/388 = 82.73%	350/419 = 83.53%	380/387 = 98.19%	338/384 = 88.02%
% of Gr. 12 Students at Benchmark WC	331/388 = 85.31%	321/419 = 76.61%	347/387 = 89.66%	342/384 = 89.32%
Totals % Writing at Benchmark WA	1282/1875 = 68.37%	1377/1851 = 74.39%	1311/1768 = 74.15%	1299/1750 = 74.23%
Totals % Writing at Benchmark WC	1359/1875 = 72.51%	1439/1851 = 77.74%	1369/1768 = 77.42%	1394/1750 = 79.37%

PRIDE/BEHAVIORAL

Ongoing 2015-16 Data	Source	Dist. Avg	Sch Avg.	Sch Goal
Other		2014-15	2014-15	2015-16
PRIDE - # of students with ALL 2's	Report card	NA	NA	20%
PRIDE - # of students with 1's and/or 2's	Report card	NA	NA	70%
Number of grade 12 students receiving Work Ethic Certificate	PRIDE report	170	107	30%
% of Students with NO Behavioral Referrals	PS/SWS	66%	72.7%	70%
# of Behavioral Referrals - School Cumulative	PS/SWS	4421	1448	1400
# of Behavioral Referrals - Bus Cumulative	PS/SWS	23	5	10
# of Students Behavior tier 2 IMPACT	SWS	214	149	200
# of Tier 2 Impact students showing Growth	SWS	78	39	150
# of Tier 2 Impact Students moving to Tier 1	SWS	57	39	100
# of Students Behavior tier 3 IMPACT	SWS	48	12	50
# of Tier 3 Impact students showing Growth	SWS	13	6	30
# of Tier 3 Impact Students moving to Tier 2	SWS	10	6	15
# of In-School suspensions - Cumulative	Power School	1001	249	200
# of Out-of-School Suspensions - Cumulative	Power School	298	32	30
# of Students assigned to Alternative Ed. Cumulative	Power School	82	1	15
Staff Attendance - All Staff	HR Report	94.9%	94.9	98.00%
Student Attendance	Power School	93.6%	91.9%	95%

Three - Year Data	State	District	Three-year Data			Goal
CCR	2014-15	2014-15	2011-12	2012-13	2014-15	2015-16
% Earning 3+ on AP Courses			25.1%	33%	39%	42.0%
% of Students Earning Industry Certifications			184			-10.0%
% of Students completed dual credit course						(34%) 82%
% of Students Earning Honors Diplomas		37.0%	25.1%		35.0%	(35%) 28%
Graduation Rate		93.0%	89.0%	93.6		(95%) 98%
Total CCR Score	25.0%	57.9%	34.8%	50.8%	58.9%	-80.0%

ACADEMIC

Ongoing 2015-16 Data	Source	Dist. Avg	Sch Avg	Sch Goal	High Totals 9-12			
ACADEMIC		2014-15	2014-15	2015-16	Q. 1	Q. 2	Q. 3	Q. 4
% of Students Reading at Grade Level 9-12	STAR	49%	47.00%	80%	47%	51%		49%
% of Students Star Math on grade level 9-10	STAR	NA	NA	80%	79%	78%		72%
# of Students Academic IMPACT Tier 2	IMPACT data	448	362	250	293	299	288	258
# of Tier 2 Impact students showing Growth	IMPACT data	288	2	200	189/288 = 64.51%	187/288 = 64.71%	183/288 = 63.28%	129/288 = 50.00%
# of Tier 2 Impact Students moving to Tier 1	IMPACT data	38	0	200	0	0	0	
# of Students Academic tier 3 IMPACT	IMPACT data	325	255	200	211	209	183	180
# of Tier 3 Impact students showing Growth	IMPACT data	234	188	150	122/211 = 57.82%	117/209 = 55.98%	118/183 = 64.48%	69/180 = 37.78%
# of Tier 3 Impact Students moving to Tier 2	IMPACT data	19	0	0	0	0	0	
% of student with one or more "F"'s	Power School	23.60%	27.80%	20%	29.70%	38%	37.60%	35.40%
Grade Distribution (average GPA)	Power School	2.8		2.8		2.8		2.74
% of Students Accepted to Post-Secondary	School report			100%				
Average Student Score on ACT	School report	18.3	18.3	24				
Average Student Score on PSAT	School report	122	117.8	122				
% of Students Receiving Graduation Waivers	School report			8				

ECA

School Name - Jeffersonville High						
Three - Year Data	State	District	Three-year Data			Goal
ECA	2014-15	2014-15	2012-13	2013-14	2014-15	2015-16
% Passing Algebra I ECA - First-time testers	99%	53%	47%	45%	48%	50%
% Passing Algebra I ECA - Re-testers	25%	28%	18%	28%	24%	30%
% Passing English 10 ECA - First-time testers	77%	73%	68%	72%	69%	73%
% Passing English 10 ECA - Re-testers	30%	19%	15%	17%	17%	20%
% Passing Biology ECA	43%	31%	39%	39%	28%	39%
Three - Year Data	State	District	Three-year Data			Goal
ECA	2014-15	2014-15	2012-13	2013-14	2014-15	2015-16
Growth Model Language Arts Performance		68.2%	70.2%	73.3%	63.9%	75.0%
Language Arts Improvement 8th to 10th Grade	10.3%	3.4%	-3.4%	4.0%	-5.3%	5.0%
Language Arts Improvement 10th to 12th Grade	59.3%	77.9%	74.8%	79.0%	80.0%	80.0%
Growth Model Math Performance		76.2%	74.1%	80.9%	70.4%	82.0%
Math Improvement 8th to 10th Grade	17.1%	2.2%	-1.3%	8.3%	-3.6%	10.0%
Math Improvement 10th to 12th Grade	62.8%	77.9%	77.7%	64.1%	74.1%	75.0%
GRADE	2014-15		2011-12	2012-13	2014-15	2015-16
School Grade - Accountability	B		C	B	B	
Three - Year Data	State	District	Three-year Data			Current
ECA	2014-15	2014-15	2012-13	2013-14	2014-15	2015-16
Free and Reduced Lunch	49.2%	58.9%	51.9%	51.2%	54.6%	52.1%
Percent Special Education	14.9%	18.3%	13.1%	14.3%	14.7%	15.8%
Percent English as a Second Language	5.5%	6.8%	3.7%	4.2%	7.4%	9.2%
Ethnicity	29.8%	34.8%	38.8%	38.3%	37.7%	39.8%
Enrollment	1,048,028	10,591	2054	2041	2079	2087

School Planning Review Team
(See next page.)

NAME	POSITION	SIGNATURE
Julie Straight	Principal	
Mariane Fisher	AP	
Tim LaGrange	AP	
Charles Marshall	AP	
Ginger Whitis	AP	
Jan Myers	Guidance Dir.	
Jeff Cox	English Ch.	
Shadd Clarke	Math Ch.	
Delaina Snelling	Science Ch.	
Doug Wacker	Social Studies Ch.	
Jenna Felix	World Lang. Ch.	
Jodi Bradley	PE, FA Ch.	
Alvin Corum	Bus. & Voc. Ch.	
Becky Shafer	TOR	
Stephani Niemi	TOR	
Jeff Wigginton	AIC	
Dawn Cunliffe	AIC	
Mark Felix	BIC	
Larissa Williams	Inst. Leader	
Jeff Ganote	Inst. Leader	
Dave Papenhaus	Inst. Leader	
Col. Benning	AFJROTC	

School Planning Review Team

NAME	POSITION	SIGNATURE
Julie Straight	Principal	<i>Julie Straight</i>
Mariane Fisher	AP	<i>Mariane Fisher</i>
Tim LaGrange	AP	<i>Tim LaGrange</i>
Charles Marshall	AP	<i>Charles Marshall</i>
Ginger Whitis	AP	<i>Ginger Whitis</i>
Jan Myers	Guidance Dir.	<i>Jan Myers</i>
Jeff Cox	English Ch.	<i>Jeff Cox</i>
Shadd Clarke	Math Ch.	<i>Shadd Clarke</i>
Delaina Snelling	Science Ch.	<i>Delaina Snelling</i>
Doug Wacker	Social Studies Ch.	<i>Doug Wacker</i>
Jenna Felix	World Lang. Ch.	<i>Jenna Felix</i>
Jodi Bradley	PE, FA Ch.	<i>Jodi Bradley</i>
Alvin Corum	Bus. & Voc. Ch.	<i>Alvin Corum</i>
Becky Shafer	TOR	<i>Becky Shafer</i>
Stephani Niemi	TOR	<i>Stephani Niemi</i>
Jeff Wigginton	AIC	<i>Jeff Wigginton</i>
Dawn Cunliffe	AIC	<i>Dawn Cunliffe</i>
Mark Felix	BIC	<i>Mark Felix</i>
Larissa Williams	Inst. Leader	<i>Larissa Williams</i>
Jeff Ganote	Inst. Leader	<i>Jeff Ganote</i>
Dave Papenhaus	Inst. Leader	<i>Dave Papenhaus</i>
Col. Benning	AFJROTC	<i>Robert E. Benning</i>



**IDOE School Improvement and Professional Development
Building Level Assurance Form
Principal / Exclusive Representative Signatures**

Used Only When Exclusive Representative Signs Each School Individually.

DOE Building Number	0849
Building Name	Jeffersonville High School

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Principal Name (Print)	JULIE K. STRAIGHT
Principal's Signature	<i>Julie K. Straight</i>
Date Signed	Sept. 16, 2016

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	
Exclusive Representative Signature	
Date Signed	

This signed form should be kept on file at the school's office.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.