

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Jordan Vocational High School			District Name: Muscogee County		
Principal Name: W. Alton White			School Year: 2015-2016		
School Mailing Address: 3200 Howard Avenue Columbus, Georgia 31904					
Telephone: 706-748-2819					
District Title One Director/Coordinator Name:					
District Title One Director/Coordinator Mailing Address: 2960 Macon Road Columbus, GA 31906					
Email Address:					
Telephone: 706-748-2102					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School - X			Focus School		
Title I Alert School					
Subject Alert		List Subject(s)	Sub-Group Alert		List Subgroup(s)
Graduation Alert		List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	

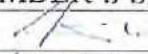
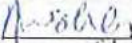
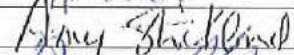
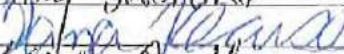
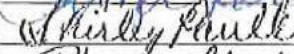
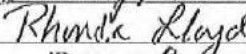
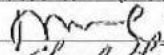
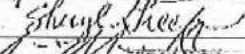
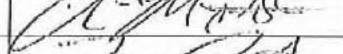
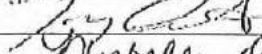
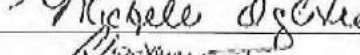
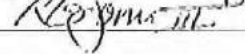
School-wide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I school-wide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I School-wide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the school-wide section of the plan.
- Complete the school-wide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.). **Note:** The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
William A. White		Principal
Amy Wohler		SIG Administrator
Amy Strickland		Graduation Coach
Tanya Kearse		Title I Program Specialist
Shirley Paulk		Academic Coach
Rhonda Lloyd		Academic Coach
Mike McRae		Teacher
Sheryl Green		Teacher
Chris McGrotha		Teacher
Tony Dimitri		Teacher
Michelle Ogletree		Family Services Coordinator
Robert G. Jones, III		Parent



Muscooke County School District
Title I

School-wide Improvement Plan (SIP) Planning Committee Meeting

July 1-2, 2015

8:00 -12:00

Jordan High School

Print Name	Signature	Position
Shirley Paulk	Shirley Paulk	Academic Coach
Tony Dimitri	Tony Dimitri	PE/Co-AD
Anton White	Anton White	Principal
Michael A. DAVIS	Michael A. Davis	A.P.
Jana Rudd	Jana Rudd	Guidance
Benjamin Brantley	Benjamin Brantley	Coach
Rhonda Lloyd	Rhonda Lloyd	Academic Coach
Kathy Tervel	Kathy Tervel	ELA Coach
Chis McCord	Chis McCord	Teacher
Michael McRue	Michael McRue	Teacher
Jane Anthony	Jane Anthony	AP
AMANDA TWITE	Amanda Twite	TEACHER
Maxine Gaddy	Maxine Gaddy	ITS
Amy Wahler	Amy Wahler	SIG
Amy Strickland	Amy Strickland	Graduation Coach



Muscogee County School District
Title I

School-wide Improvement Plan (SIP) Planning Committee Meeting

July 1-2, 2015

8:00 -12:00

Jordan High School

Print Name	Signature	Position
Kathy Tervel	Kathy Tervel	ELA Coach
Rhonda Lloyd	Rhonda Lloyd	Math Coach
AMANDA TURFE	Amanda Turfe	SOCIAL STUDIES TEACHER
Benjamin Braxton	Benjamin Braxton	Coach
Jana Pudd	Jana Pudd	Evidence
Dyke Patrick	Dyke Patrick	SI Coach
Michael A. Davis	Michael A. Davis	AP
Michael McRae	Michael McRae	Teacher
Chris McBrother	Chris McBrother	Teacher
Jane Anthony	Jane Anthony	Asst. Prin.
Shirley Paulk	Shirley Paulk	Academic Coach
Amy Strickland	Amy Strickland	Graduation Coach
Maxine Gaddy	Maxine Gaddy	ITS
Amy Wohlen	Amy Wohlen	816



JORDAN VOCATIONAL HIGH SCHOOL

TITLE I PARENT MEETING

MCSD - TITLE I FAMILY ENGAGEMENT

TUESDAY, SEPTEMBER 15, 2015, 6 PM TO 7 PM, JVHS CAFETERIA

"PLEASE PRINT CLEARLY"

PARENT NAME Position (Parent/Teacher/Community)	PHONE #	EMAIL	STUDENT NAME/GRADE
Susan Jones			Sierra Office
Stacie Taylor			Ashley Langley
Lidia Pendergrass	257 253-3520	lpendergrass3@gmail.com	Zires Pendergrass
Thelma A. Davis	(206) 576-9140	rd757@ATT.NET	Assistant Principal
Debbie Moore	(704) 573-6550	Moore, Debbie.S@mcscd.net	

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

A. A parent perception survey was distributed and analyzed in March 2015 to determine strengths and needs of the school, as perceived by the students' families. Results were tabulated and documentation was submitted to the district office in April 2015. The Leadership Team reviewed the summary of the surveys at the May Leadership Team meeting and again in the summer School Improvement Plan (SIP) review days.

District parenting, teacher, paraprofessional and school administrator surveys were provided via the Muscogee County School District (MCSD) website in April to gather feedback from all stakeholders in the district. Additionally, MCSD held a Local Education Agency (LEA) Improvement Plan and a Comprehensive Local Education Agency Improvement Plan (CLIP) meeting in June 2015. The purpose of the surveys and the meeting was to gather input from all stakeholders on the effectiveness of the LEA in meeting the needs of students and the adults that support them.

The Chief Communications Officer invited parents, community leaders, teachers and administrators to attend via Connect Ed messages. An invitation was also extended to all students and staff via the district website, MCSD School Briefs and numerous television announcements. The stakeholders' input was used by various departments of the MCSD to collaboratively write the district improvement plan. The CLIP was submitted and approved by the Georgia Department of Education in September 2015.

The Jordan High School Leadership Team met in June 2015 and August 2015 for the purpose of conducting a needs assessment through analyzing achievement, perception, demographic and process data for the school. The Leadership Teams consisted of the principal, assistant principal, academic coach, and select teachers. The team worked to determine root causes for school needs, formulate school improvement goals, develop action strategies, and build a professional learning plan to support the action strategies for the 2015-2016 school year.

In August, the Parent Contact met with the district parenting specialist to begin working on a Parenting Action Plan based on the spring stakeholder survey and the school improvement goals for the year. The Parent Contact took the plan back to the principal and Leadership Team to get faculty input and ensure alignment with the school plan.

The School Improvement Plan and the Parenting Action Plan were presented to parents and various stakeholders during the Title I Annual Parent Meeting in September of 2015. During the year, parents are encouraged to provide feedback on the School Improvement Plan, Home School Compact, and Parent Policy. The plans were also reviewed by the Local School Council in September 2015. The final School Improvement/School Wide Plan was submitted to the district office in October 2015.

B. Jordan High School used the following instruments, procedures, or processes to obtain this information:

- **Georgia Milestones Assessment System (GMAS):** is a State mandated test designed to measure how well students acquire the skills and knowledge described in the Georgia Standards of Excellence (GSE) for English Language Arts and mathematics and Common Core for science and social studies. The GMAS replaces the Criterion- Referenced Competency Test.
- **Criterion-Reference Competency Test (CRCT):** a set of tests administered at public schools in the state of Georgia that are designed to test the knowledge of first through eighth graders in reading, English/language arts (ELA), Mathematics, Science and Social Studies - third through eighth graders. The test results from 8th grade are used as diagnostic data for incoming 9th Graders.
- **Graduation Rate**
- **End of Course Test (EOCT):** These are tests given at the end of specific content area content area courses and are aligned to the Georgia Performance Standards for that course. EOCTs are designed to evaluate the effectiveness of instruction within that course, to measure student achievement, and to determine teacher course assignments. A passing score on the EOCT is 70% or above.
- **Common Unit Assessments:** These assessments are used as benchmarks for student achievement progress and to help measure teacher effectiveness and progress toward EOCT.
- 9th, 10th, 11th, & 12 grade cohort data are used to track student academic progress.
- Retention Rates to determine supports for academic progress.
- Student Attendance Data
- Teacher Attendance Data
- Parental Involvement Data to measure involvement, determine concerns, and address needs
- Discipline Data
- HOPE Eligible Data

C. In the event the school gains migrant population, the school will follow district, state and federal guidelines to ensure that migratory students will achieve the same goals set for all students. In addition, all parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. A copy of the survey will be maintained in the student's cumulative folder.

D. Jordan reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

Literature End of Course Tests (EOCT) Pass Rates					
2012 9th Grade Lit		2013 9th Grade Lit		2014 9th Grade Lit	
Jordan	Georgia	Jordan	Georgia	Jordan	Georgia
75.7%	84%	78.4%	86%	88.8%	88.1%
2012 American Lit		2013 American Lit		2014 American Lit	
Jordan	Georgia	Jordan	Georgia	Jordan	Georgia
80.5%	89%	90.4%	91%	87.8%	90.3%

Spring 2015 Georgia Milestones Assessment System (GMAS)

Proficiency Levels (Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner)

GMAS Scores for ELA (Percentage)				
9 th Grade Literature				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
School	38%	38.9%	22.7%	0.5%
System	24%	38%	32%	6.0%
State	25.8%	36.9%	31.6%	5.7%

GMAS Scores for ELA (Percentage)				
American Literature				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
School	42.6%	42.6%	14%	0.8%
System	25.1%	40.9%	28.7%	5.2%
State	25%	39%	29%	6%

The data shows that the school has only 23.2% proficient and distinguished learners in 9th grade literature as opposed to 38% and 37.3% in the system and the state respectively. The school is also behind the system and state in American Literature with only 14.8% proficient and distinguished learners in the school as opposed to 33.2% in the system and 35% in the state.

Mathematics End of Course Tests (EOCT) Pass Rates					
2012 GPS Algebra		2013 Coor.Algebra		2014 Coor.Algebra	
Jordan	Georgia	Jordan	Georgia	Jordan	Georgia
56.8%	67.2%	37.2%	39.0%	31.5%	44.5%
2012 Math II		2013 GPS Geometry		2014 Analytic Geometry	
Jordan	Georgia	Jordan	Georgia	Jordan	Georgia
50.2%	61.5%	86.3%	54%	42.3%	41.2%

Spring 2015 Georgia Milestones Assessment System (GMAS)

Proficiency Levels (Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner)

GMAS Scores for Math (Percentage)				
Coordinate Algebra				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
School	39.3%	47.7%	12.6%	0.5%
System	34.2%	34.9%	25%	5.9%
State	31%	36%	26%	8%

GMAS Scores for Math (Percentage)				
Analytic Geometry				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
School	42.5%	45.9%	10.5%	1.1%
System	34.7%	33.5%	22.9%	8.9%
State	32%	35%	25%	8%

The data shows that the school has only 13.1% proficient and distinguished learners in Coordinate Algebra as opposed to 30.9% and 34% in the system and the state respectively. The school is also behind the system and state in Analytic Geometry with only 11.6% proficient and distinguished learners in the school as opposed to 31.8% in the system and 33% in the state.

Science End of Course Tests (EOCT) Pass Rates					
2012 Biology		2013 Biology		2014 Biology	
Jordan	Georgia	Jordan	Georgia	Jordan	Georgia
60.5%	73%	72.7%	75%	75.5%	82%
2012 Physical Science		2013 Physical Science		2014 Physical Science	
Jordan	Georgia	Jordan	Jordan	Georgia	Jordan
72.7%	78%	75.9%	83%	92.7%	90.1%

**Spring 2015 Georgia Milestones Assessment System (GMAS)
Proficiency Levels (Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner)**

GMAS Scores for Science (Percentage)				
	Physical Science			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
School	50.9%	29.3%	19%	.9%
System	34.9%	35.8%	25.6%	3.7%
State	36%	33%	26%	5%

GMAS Scores for Science(Percentage)				
	Biology			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
School	50.5%	30.4%	17.9%	1.1%
System	40%	27%	27.2%	5.7%
State	37%	25%	29%	9%

The data shows that the school has only 19.9% proficient and distinguished learners in Physical Science as opposed to 29.3% and 31% in the system and the state respectively. The school is also behind the system and state in Biology with only 19% proficient and distinguished learners in the school as opposed to 32.9% in the system and 38% in the state.

Social Studies End of Course Tests (EOCT) Pass Rates					
2012 U. S. History		2013 U. S. History		2014 U. S. History	
Jordan	Georgia	Jordan	Georgia	Jordan	Georgia
56.6%	68%	59.5%	73%	79.9%	75.2%
2012 Econ./Business		2013 Econ./Business		2014 Econ./Business	
Jordan	Georgia	Jordan	Georgia	Jordan	Georgia
66.9%	77%	88.2%	79%	98.6%	81%

**Spring 2015 Georgia Milestones Assessment System (GMAS)
Proficiency Levels (Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner)**

GMAS Scores for Social Studies (Percentage)				
	United States History			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
School	30.1%	50%	19.2%	.7%
System	29.6%	34.6%	27.2%	8.6%
State	27%	34%	30%	9%

GMAS Scores for Social Studies (Percentage)				
	Economics			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
School	8.7%	22%	52%	17.3%
System	32.6%	33.8%	28.9%	4.8%
State	30%	31%	32%	7%

The data shows that the school has only 19.9% proficient and distinguished learners in United States History as opposed to 35.8% and 39% in the system and the state respectively. The school is ahead of the system and state in Economics with 69.3% proficient and distinguished learners in the school as opposed to 33.7% in the system and 39% in the state.

2013 Graduation Rate		2014 Graduation Rate		2015 Graduation Rate	
Jordan	Georgia	Jordan	Georgia	Jordan	Georgia
56.1%	71.5	63.1%	76.6%	78.0%	78.8%

The graduation rate has remained under the state average for the past three years. These scores reflect the four-year cohort rates which have only been used for the last four years. Strategies to improve graduation rates have been put into place including the use of Saturday School, after-school tutoring, increased learning time, retests/redos/makeup work, and book studies to increase literacy.

- **Strengths:**

- Focus on standards-based instruction in the classroom
- Teachers are facilitating instruction.
- Common planning is occurring in core content areas
- Increased expectations for both students and teachers
- Increased EOCT scores in most content areas
- Effective CTAE program
- Dedicated faculty/staff that is evident by their openness to change
- The Alumni Association is visible and hard-working

- **Weaknesses:**

- Use of Differentiated Instruction in the classroom
- Use of formative assessment data
- Rigor in classroom instruction and assessments
- Graduation Rate
- Parental Involvement

- **Root causes:**

- Lack of understanding on how to implement differentiated instruction, rigor, and formative assessments effectively in the classroom.
- Student Attendance
- Lack of effective communication between parents, teachers, and students
- Lack of student efficacy
- Low socioeconomic conditions of students

Specific Academic Needs to be addressed:

- Increase number of students who pass Compass Test
- Increase number of students in dual-enrollment
- Increase number of HOPE eligible students
- Improve graduation rate

Year	Achievement Points	Progress Points	Achievement Gap Points	ED/ELL/SWD	Exceeding the Bar Points	CCRPI Scores	Change
2013	36.2	18	13.8	5	0.5	73.5	+4.7
2014	40.1	20.4	8.7	6.5	0.5	76.2	+2.7
2015	27	38.7	7.5	2.2	0	75.4	-0.8

Based on the CCRPI comparison, there is a need to focus on closing the achievement gap between subgroups to increase CCRPI scores for 2016.

E. Jordan based the plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

- Economically disadvantaged students
- Students from major racial and ethnic groups
- Students with disabilities

Jordan has 100% of students who are classified as Economically Disadvantaged. The school will follow district, state, and federal guidelines to ensure economically disadvantaged students will achieve the same goals set for all students. Data driven instruction and safety nets serve all eligible children.

Jordan Vocational High School
School Improvement Action Plan #1

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>		For Jordan students to be eligible to receive college credit in the college-level classes, they must pass the COMPASS assessment. The scores have been low in the past, so there needs to be a push to improve the percentage of students passing this exam.		
Department/Grade Level:		9		
SMART Goal Statement # 1		By the end of the 2015-2016 school year, the scores on the Compass Assessment taken by the Freshmen class will increase from the pre-test given at the beginning of the school year to the post-test given at the end of the year.		
System Focus Area Alignment		<input checked="" type="checkbox"/> Response to Intervention <input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Standards Based Classrooms		
Georgia Keys Alignment		<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Planning & Organization <input checked="" type="checkbox"/> Professional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Student, Family & Community Support <input type="checkbox"/> School Culture		
Prioritized Strategies for Improvement <i>(insert your 1-3 measurable instructional, programmatic, organizational, or leadership strategies)</i>	Results Indicators <i>(a measurable, percent, increase in student learning results)</i>	Primary Leadership/Budget <i>(Designate the team, teacher and/or leader responsible, insert budget and projected costs)</i>	Evidence <i>(Create descriptors of proficient teacher/leader practices to look for.)</i>	Artifacts <i>(Insert what student/adult data you will monitor)</i>
Partner with Columbus Technical College to offer a class called "Tools for College Success."	20% increase in the number of students who pass the COMPASS Assessment	Course teacher Principal SIG Administrator Budget: SIG	The course teacher will deliver instruction to the students based on the criteria set forth in the curriculum.	Classroom observations Test data

<p>Deliver professional development to teachers in the areas of learning targets, teacher feedback, assessment/grading, and data teams.</p>	<p>20% increase in the number of students who pass the COMPASS Assessment</p>	<p>Administration, Academic Coaches</p>	<p>The course teacher will write lesson plans that illustrate clear targets for students. The teacher will be observed offering appropriate feedback to students. Teachers will meet in data teams to discuss areas of weaknesses and strengths and strategies for improvement.</p>	<p>Lesson plans, PL sign-in sheets, agendas, walk-throughs, data team minutes</p>
<p>What are some things you anticipate you will need to do to ensure success? <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i></p>				
<p>There will be a need to monitor lesson plans and instruction in the classroom to make sure that the teachers are effectively planning and teaching the curriculum so that students are empowered to be able to learn the curriculum in order to make a smooth transition into the dual-enrollment classes. Professional development will be needed in the areas of learning targets, teacher feedback, assessment/grading, and data teams. This will ensure that teachers are planning effectively, giving appropriate feedback for improvement, and disaggregating test data in order to address students' strengths and weaknesses.</p>				
<p><u>Targeted Areas for Improvement from GAPSS 2014-2015 School Year</u> Example: Increase rigor and raise expectations</p>				
<p><u>Targeted Areas for Improvement from 2013-2014 TKES</u> Examples Standard 4: Differentiated Instruction Standard 7: Positive Learning Environment Standard 8: Academically Challenging Environment</p>				

Jordan Vocational High School
School Improvement Plan #2

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>		Jordan offers dual-enrollment classes, however, the number taking those classes is not as many as it could be. Because the school offers this advantage, it is important to fully utilize the opportunity.		
Department/Grade Level:		10-12		
SMART Goal Statement # 2		The number of students taking dual-enrollment classes will increase 20% from the number in the 2014-2015 school year. In addition, the number of dual-enrollment credits will increase 20% from the number in the 2014-2015 school year.		
System Focus Area Alignment		___ Response to Intervention ___ Co-Teaching <u>X</u> Standards Based Classrooms		
Georgia Keys Alignment		<u>X</u> Curriculum <u>X</u> Instruction ___ Assessment <u>X</u> Planning & Organization ___ Professional Learning <u>X</u> Leadership ___ Student, Family & Community Support <u>X</u> School Culture		
Prioritized Strategies for Improvement <i>(insert your 1-3 measurable instructional, programmatic, organizational, or leadership strategies)</i>	Results Indicators <i>(a measurable, percent, increase in student learning results)</i>	Primary Leadership/Budget <i>(Designate the team, teacher and/or leader responsible, insert budget and projected costs)</i>	Evidence <i>(Create descriptors of proficient teacher/leader practices to look for.)</i>	Artifacts <i>(Insert what student/adult data you will monitor)</i>
Increase number of dual-enrollment classes offered.	Increased number of classes offered in 2015-2016 over the number offered in 2014-2015	Administration, Teachers, Coaches	Administrators will create a master schedule that displays the additional college-level classes.	Class schedules, Master schedule
Increase number of teachers qualified to teach dual-enrollment classes.	Increased number of teachers qualified to teach dual-enrollment classes	Administration, Teachers	Teachers will take additional masters-level college classes that will qualify them to teach dual-enrollment classes.	Teacher transcripts
Increase number of students who pass the ACCESS Assessment and are eligible to get college credit through dual-enrollment.	Increased number of students who pass the ACCESS Assessment from pre- to post-test	SIG Administrator, Administration	The administration will make it possible for students to take the ACCESS Assessment.	Test data, Master schedule

Offer a class to Freshmen called "Tools for College Success."	A majority of Freshmen will enroll in and pass the course, "Tools for college Success."	SIG Administrator	Columbus Technical College will partner with Jordan to supply an instructor to teach "Tools for College Success."	Student schedules, Master schedule, Student transcripts, Teacher sign-in sheet, Teacher contract
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What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*

To be able to increase the number of students taking dual-enrollment classes and receiving college credit, it will be necessary to make sure they are college-ready by passing the Compass Assessment. That will mean offering them more tools, so the Freshmen will be offered the class, "Tools for College Success." There will be a need for more teachers to be qualified to teach those classes, and some of them will need to take masters-level classes in order for Jordan to offer more classes.

Jordan Vocational High School
School Improvement Plan #3

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>		The graduation rate for the school year 2014-2015 was below the state average. The causes for the low rate includes the inefficient record system to keep track of the large transient student population, the lack of educational value from the home, minimal school pride, and the need for an improved RTI program.		
Department/Grade Level:		9-12 grade levels		
SMART Goal Statement # 3		The number of students graduating will increase from 63.4% in the 2014-2015 school year to 72.6% for the 2015-2016 school year as measured by the CCRPI Cohort Report.		
System Focus Area Alignment		<input checked="" type="checkbox"/> Response to Intervention <input checked="" type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Standards Based Classrooms		
Georgia Keys Alignment		<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Planning & Organization <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Student, Family & Community Support <input checked="" type="checkbox"/> School Culture		
Prioritized Strategies for Improvement <i>(insert your 1-3 measurable instructional, programmatic, organizational, or leadership strategies)</i>	Results Indicators <i>(a measurable, percent, increase in student learning results)</i>	Primary Leadership/Budget <i>(Designate the team, teacher and/or leader responsible, insert budget and projected costs)</i>	Evidence <i>(Create descriptors of proficient teacher/leader practices to look for.)</i>	Artifacts <i>(Insert what student/adult data you will monitor)</i>
Continue development of procedures for an efficient record keeping system for enrolling and withdrawing students	Increased number of students with withdrawal information and up-to-date request verification	Guidance Counselors, Administration Budget: None	The guidance counselors will meet weekly with the administrators to give updates on the status of students enrolling and being withdrawn.	Agendas/ Minutes, withdrawal lists, request lists (dates included)
Utilize an advisement counselor group to ensure students have developed a working five-year plan that promotes graduation.	Increased advisement group meetings to develop five-year plan	Counseling Department Budget: None	Counselors will meet with students to create plans.	Advisement agendas, examples of students five-year plans, calendar of monthly advisor group meetings

<p>Incorporate clear targets, learning activities to support the targets, and useful formative assessments to assess the targets.</p>	<p>Increased promotion rate from freshmen to sophomore status.</p>	<p>Academic Coaches, Teachers Budget: None</p>	<p>Teachers will incorporate clear targets, learning activities to support the targets, and use formative assessments that address the targets into their daily learning plans. Academic coaches will work with teachers to ensure this.</p>	<p>Classroom observation data, lesson plans, coaches' logs</p>
<p>What are some things you anticipate you will need to do to ensure success? <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i></p>				
<p>Data Team training will be needed for all teachers, Weekly meetings will need to be conducted with the counseling department. Professional development will be needed in the areas of learning targets, teacher feedback, assessment/grading, and data teams. Focus walks will need to be scheduled by administrators and academic coaches. Pass and fail reports will need to be pulled at the end of grading periods for monitoring.</p>				

Jordan Vocational High School
School Improvement Plan #4

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>		Records indicate that a minimum amount of students qualify for HOPE scholarships. As indicated by Jordan's 100% free and reduced lunch status, it is clear that the families are economically disadvantaged and may not possess the financial capabilities to send their students to college. It is, therefore, necessary that the students qualify for scholarships if they are going to college.		
Department/Grade Level:		9-12		
SMART Goal Statement #4		The number of students who are eligible to receive the HOPE scholarships will increase by 20% in the 2015-2016 school year as compared to the 2014-2015 school year based on the data provided by Governor's Office of Student Achievement (GOSA).		
System Focus Area Alignment		<input checked="" type="checkbox"/> Response to Intervention <input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Standards Based Classrooms		
Georgia Keys Alignment		<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input checked="" type="checkbox"/> Planning & Organization <input type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Student, Family & Community Support <input checked="" type="checkbox"/> School Culture		
Prioritized Strategies for Improvement <i>(insert your 1-3 measurable instructional, programmatic, organizational, or leadership strategies)</i>	Results Indicators <i>(a measurable, percent, increase in student learning results)</i>	Primary Leadership/Budget <i>(Designate the team, teacher and/or leader responsible, insert budget and projected costs)</i>	Evidence <i>(Create descriptors of proficient teacher/leader practices to look for.)</i>	Artifacts <i>(Insert what student/adult data you will monitor)</i>
Incorporate clear targets, learning activities to support the targets, and useful formative assessments to assess the targets in order to help the students make appropriate progress and achievement to qualify.	The number of students making the GPA to qualify for HOPE scholarships will increase.	Teachers, Academic Coaches, Graduation Coach	Teachers will incorporate clear targets, learning activities to support the targets, and use formative assessments that address the targets into their daily learning plans. Academic coaches will work with teachers to ensure this.	Classroom observation data, lesson plans, coaches' logs

Provide additional tutoring to students who are struggling.	The number of students making the GPA to qualify for HOPE scholarships will increase.	Teachers, Graduation Coach, Academic Coaches, Administration	Students will be assigned appropriate ILT remedial classes. Tutoring times outside of the regular school day will be scheduled.	Student schedules, Student sign-in sheets, Teacher time sheets, Master schedule
Continue to use the graduation coach to closely monitor student progress.	The number of students making the GPA to qualify for HOPE scholarships will increase.	Administration, Graduation Coach	Graduation Coach will monitor student grades. She will assign teachers for academic tutoring. She will conference with students about grades.	Students' grades, Student sign-in sheets, Student schedules
What are some things you anticipate you will need to do to ensure success? <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i>				
To be able to increase the number of students who are eligible for HOPE scholarships, it will be necessary to make sure that teacher lesson planning meets the needs of the students. Academic coaches will need to work with the teachers to ensure that there is use of effective curriculum. The students' progress will need to be monitored through data team meetings. The graduation coach will need to monitor those students who are falling below the expected level of achievement. There will need to be a plan in place for additional tutoring to help students who fall behind.				

2. School-wide reform strategies that are scientifically-researched based.

2(a). School-wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are (list strategies to be used)...

- Utilize gradual release instructional framework
- Utilize differentiated instruction
- Utilize data teams for progress monitoring
- Utilize instructional software
- Utilize Response to Intervention
- Monitor the use of Comprehension Instructional Sequence Model (CISM)

2(b). Are based upon effective means of raising student achievement.

Following are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies.

Gradual Release of Responsibility Instructional Framework – In order for deep learning to occur, it is important for the cognitive load to shift from the teacher assuming all of the responsibility of a task to students assuming all of the responsibility. Students should experience a progression from focused instruction, guided instruction, collaborative learning, and independent application. (Fisher, Douglas and Nancy Frey, 2013)

Differentiated Instruction – Research states, “Differentiating instruction makes grouping flexible.” Teachers allow students to work alone sometimes and also in groups based on readiness, interests, or learning styles. Teachers use whole-group instruction for introducing ideas, planning, or sharing results. Teachers see themselves as guides. They help students set goals based on readiness, interests, and learning profiles and assess based on growth and goal attainment. (Tomlinson, Carol A., 2013)

Data Teams - Data Teams are an effective way to monitor student achievement. They occur on district, school, grade and/or content levels. At the grade or content level, teachers collaboratively analyze data from multiple data sources that include District Benchmark, State assessments, DIBELS, and other common formative assessments, identify strengths of learning and obstacles to student learning and determine instructional research-based instructional strategies that will best address their students and learning objectives. Teachers reconvene to analyze the effectiveness of the instructional strategies selected and implemented at the previous data team meeting by examining student performance data that was measured using common assessments. School and District Data Teams are also used to develop and monitor improvement. (White, I., 2013)

Instructional Software – All on-line computer programs are designed to support GPS and provide teachers with formative data on student skills. Instructional software will be used to support instruction, to progress monitor, and provide opportunities for blended learning.

Response to Intervention (RTI) - RTI is a school-based, multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. The four essential components of RTI, as outlined by the National Center on Response to Intervention, are as follows:

Multi-level prevention system
Universal Screening
Progress Monitoring
Data-Based Decision-Making

Comprehension Instructional Sequence Model (CISM) - It is a complex form of multiple-strategy instruction that promotes student development in reading comprehension, vocabulary, content-area knowledge, and critical thinking about complex texts. A CIS lesson is delivered in three steps with integrated and sustained text-based discussions and writing used throughout. CISM involves close reading for understanding, coding - key terms, difficult terms, categories, citing evidence, and summarizing. (Beers and Probst, 2012).

2(c). Use effective instructional methods that increase the quality and amount of learning time.

The amount and quality of learning time will be increased by the following:

- providing an extra 40-45 minutes of instructional time daily that will be targeted to individual needs of students
- providing after-school tutoring as needed
- providing Saturday School for students in need of recovering class time

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA)

Students with Disabilities

A continuum of services is provided for all students with disabilities by the inclusion and pull-out models. Highly qualified teachers facilitate instruction in the least restrictive environment for learners. A Placement Committee makes data-driven recommendations to maximize each student's learning potential utilizing the Pyramid of Intervention. The Placement or Individual Education Plan (IEP) Committee is comprised of the parents of the student, all teachers of the student, administration, psychologist, representative from the Local Education Agency (LEA), and other support or related services personnel who are identified as a need for the student. Unless otherwise warranted, the IEP or Placement Committee will design an

IEP that include standards-based SMART goals and objectives to be implemented in the least restrictive environment. Eligible students with disabilities identified by recommended for Extended School Year Services (ESY) when deemed necessary.

School personnel works collaboratively to ensure all needs of students are addressed through several safety nets. Safety nets could include Pyramid of Intervention, Student Support Team, Response to Intervention, Differentiated Instruction, Title I paid teachers, academic coach, family services coordinator and after school tutorial program.

Pyramid of Intervention

The Pyramid of Intervention is utilized as part of the protocol in addressing targeted weaknesses in students' performance.

Differentiated Instruction

Differentiated Instruction addresses the individual needs and learning styles of students through various instructional strategies and activities. Highly qualified teachers and paraprofessionals guide students in utilizing preferred learning styles, modalities, and intelligences.

Neglected or Delinquent

The purposes of Title I, Part D are to: (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

Muscogee County School District will provide a free and appropriate public education for children whose primary residence is a facility or treatment center for neglected children. Many children residing in facilities range between sixth through twelfth grades. Students attend schools throughout the geographical area of the district. These students will be evaluated by means of the same assessment instruments as other scholars to measure academic achievement. School personnel will follow district, State, and federal guidelines to ensure students meet state standards established for all learners.

Participation in parental involvement opportunities offered by the district as well as school-based activities will be available for directors and personnel from each residential facility or treatment center. Further parental assistance may be provided by means of parenting materials, resources and supplies available for all parents of students enrolled in schools within the district. Additional support for neglected children may be available from the Title I Office.

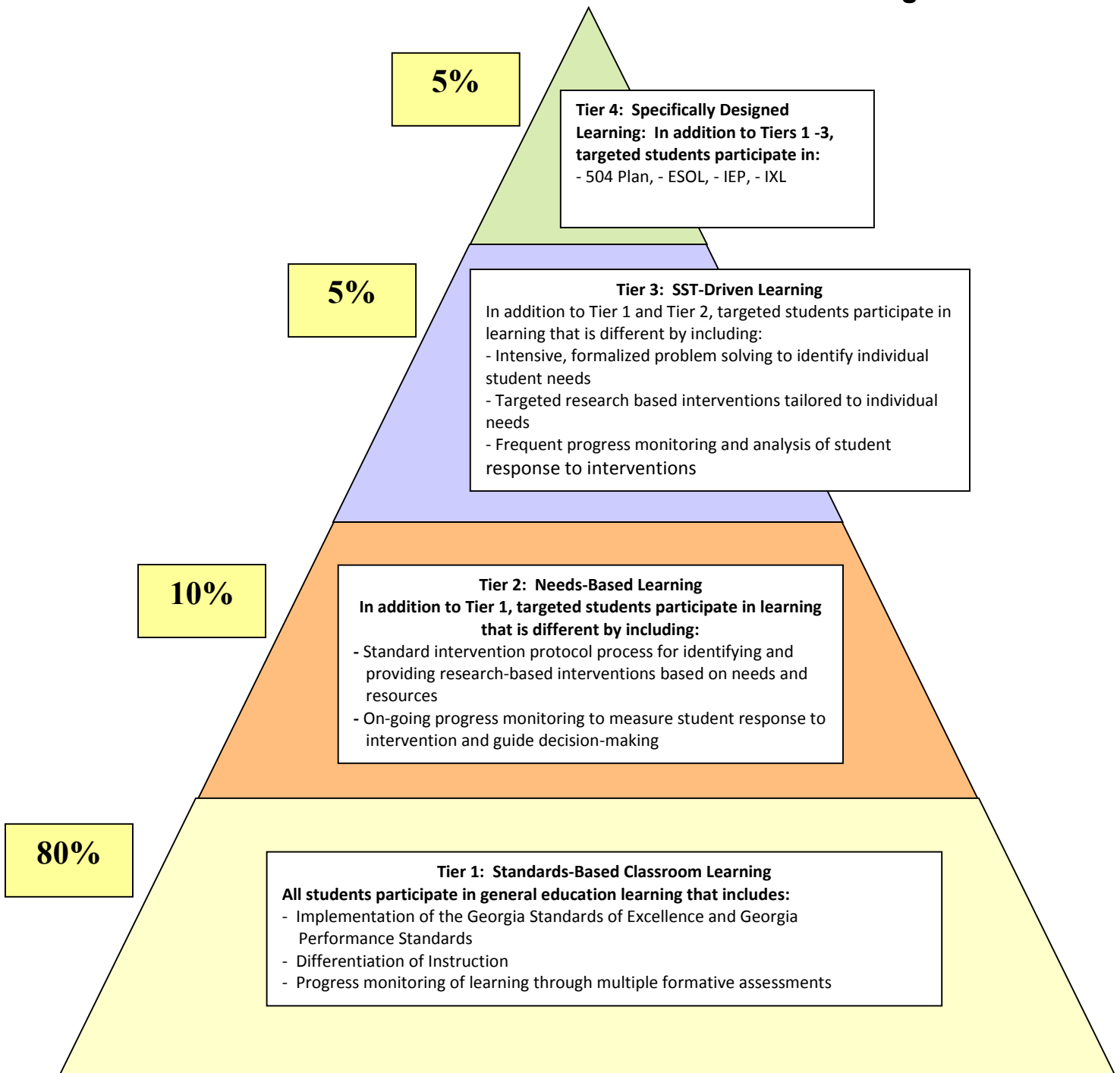
English for Speakers of Other Languages (ESOL)

Language support for English Learners (EL) will be provided in accordance to Title III laws and mandates by the Civil Rights Office. A faculty representative receives training from the Local Education Agency (LEA) and Georgia Department of Education Title III to serve as the English for Speakers of Other Languages liaison.

At-Risk Students

The Prevention and Intervention Programs for Children and Youth Who Are At-Risk of not meeting standards set by the Georgia Department of Education are provided academic supports for success. State funds may be utilized to provide students additional assistance to improve achievement, meet standards, or exceed standards.

RTI Triangle for Jordan Vocational High School



3. Instruction by highly qualified professional staff.

3(a). Instruction by highly qualified professional staff.

- The MCSD Human Resources Division works to hire highly qualified teachers in all schools.
- Principals are responsible for recommending employees and assigning them areas in which they will remain highly qualified.
- The MCSD Human Resources Division and the MCSD Professional Learning Department work with schools to ensure that all persons paid with Title I funds are highly qualified at the time they are hired.

3(b). Strategies to attract highly qualified teachers to high-needs schools.

- Maintain a district website to provide information for prospective employees along with a teacher recruitment video that prospective employees may view
- Host an annual “New Teacher Recruitment Fair”
- Implement a high quality teacher mentoring program that will work well with Human Resources and the Professional Learning Department to ensure highly qualified teachers are hired.
- Offer best practices institutes through the Professional Learning Department to help teachers attain the PLU’s necessary for re-certification.

The strategies the school will use to attract highly-qualified teachers are:

- Participate in the MCSD “Teacher Recruitment Fair”
- Utilize a team interview process for screening applicants
- Provide on-site teacher mentors (Teacher Support Specialists) for induction level teachers
- Offer job embedded professional learning
- Provide common grade level planning time
- Provide teacher support and feedback through on-site academic coaches
- Maintain a clean, welcoming environment
- Maintain a positive faculty/administration relationship
- Recognize exemplary teachers and practices

4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

A. The school will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. The professional development will be designed to address the root causes of the identified needs of the school.

B. The school will align professional development with the State’s academic content and student academic achievement standards for greatest student academic achievement.

C. The school will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems.

- Professional materials and supplies for job-embedded on-site training
- Resources for classrooms to carry out the implementation plans including reading and writing materials, manipulatives, classroom supplies, teacher resource materials, calculators, printing supplies
- Redelivery of workshops and meetings that teachers attend
- Evaluations which reflect implementation of research-based practices
- Data team meetings and grade-level meetings
- Academic coaches in all four subject areas
- Graduation coach
- Money for contracted services, conferences and workshops have been allocated
- Substitute teachers for teachers to participate in professional learning
- Stipends for Leadership Team to work together to complete needs assessment and disaggregate data

D. The school will include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways.

- The school will provide professional learning opportunities in the use of data driven instruction to improve individual student achievement and the overall instructional program.
- Teachers will participate in professional learning activities on the use of academic assessments to drive the instructional program. Teachers will learn how to use assessments to determine long range plans at grade level meetings.
- Assessment drives the selection and attendance at professional learning. Day to day formative and summative assessment in the classrooms is the initial source of information provided to teachers about student learning. The next line of information comes when teachers meet, review and plan instruction based on student performance on various assessments in preparation for the Georgia Milestones Assessment given in the spring of the year.
- Data from these various sources will help the school determine the SMART goals for the year and what types of professional learning will be needed to address the goals. The data sources will provide evidence of improvements in student learning as a result of faculty and staff participation in professional learning opportunities.

**Jordan Vocational High School
Professional Development Plan**

<p>Professional Development Goal: (Aligned to the School Improvement Plan)</p>	<p>The percentage of teachers implementing lessons that include proper use of learning targets, assessments and feedback, rigor and utilizing the “growth mindset” with students will show an increase as measured by observation data by the end of the school-year 2015. Also, the use of data teams will be incorporated in order to gauge the effectiveness of the teaching/learning process.</p>				
<p>Knowledge: (What new knowledge will result from the professional development effort that addresses this goal)</p>	<p>Teachers will gain knowledge of how to properly use rigor, learning targets, assessments, and teacher feedback. Teachers will recognize the use of technology applications to classroom curriculum, instruction, and data management and how it will increase student achievement. Teachers will understand “growth mindset” as it relates to themselves and their students. Teachers will understand that analyzing data will benefit both teachers and students.</p>				
<p>Skills: (What new skills will result from the professional development effort that addresses this goal)</p>	<p>Teachers will be able to participate in beneficial discussions about their classroom instruction to include rigor, learning targets, assessments, and teacher feedback. Teachers will be able to incorporate rigorous technology developed lessons into their instruction. They will be able to increase student achievement by developing the use of the growth mindset with their students. Teachers will be able to analyze student achievement data.</p>				
<p>Aligned Professional Development</p>	<p>Results Indicators (a measurable, percent, increase in adult/student learning results)</p>	<p>Primary Leadership (Designate the team, teacher and/or leader responsible)</p>	<p>Intended Audience (Stakeholders)</p>	<p>Timeline (Include completion date)</p>	<p>Resources/Budget (people, materials, time, budget projected cost)</p>
<p>Use the Leadership and Learning Center of Houghton-Mifflin to train teachers about rigor, student engagement, student-focused lessons, higher order thinking and questioning techniques, formative assessments, and growth mindset.</p>	<p>Increased use of rigorous and student-focused lessons to promote student engagement; increased use of higher order thinking and questioning techniques that promote rigor; Increased number of pass rates and exceeds scores (classroom and EOC)</p>	<p>Administration, Leadership and Learning Center</p>	<p>Teachers Academic Coaches</p>	<p>August 2015- May 2016</p>	<p>Leadership and Learning Center resources Budget: SIG</p>
<p>Utilize PD 360 and ASCD In-Focus by Jordan academic coaching staff to differentiate teacher professional development as evidenced by TKES and focus walks.</p>	<p>Increased number of pass rates and exceeds scores (classroom and EOCT)</p>	<p>Academic Coaches, Administration</p>	<p>Teachers</p>	<p>August 2015- May 2016</p>	<p>Data Team Resources Budget: SIG</p>
<p>Utilize the instructional technologist of JVHS to train teachers on the use of Smart Boards, student response system, and engaging</p>	<p>Increased use of presentation, expression, and engagement; Increased number of pass rates and exceeds scores</p>	<p>Instructional Technology Team</p>	<p>Teachers</p>	<p>August 2015- May 2016</p>	<p>Smart Board and Student Response Resources, instructional</p>

<i>instructional technology lessons.</i>	<i>(classroom and EOCT)</i>				<i>technology resources Budget: 0</i>
<i>Utilize academic coaches to work one-on-one with teachers to help them incorporate the focus of each professional learning session.</i>	<i>Lesson plans and lessons taught in the classroom will exhibit the traits of excellent classroom instruction as determined by the professional learning activities.</i>	<i>Academic Coaches</i>	<i>Teachers</i>	<i>August 2015-May 2016</i>	
<i>How will you monitor the implementation to confirm impact on classroom practice? (Evidence through work product, evidence through observation, etc.)</i>					
<i>Weekly focus walks will be organized and conducted to include teacher leaders, peer groups and school administration. Data team meetings will be held at the end of each grading period. Data will be monitored by academic coaches and codified for the administration. Feedback will be given to departments as well as individuals. Student pass/fail rates at the end of each grading period will be used to determine the impact on student achievement.</i>					

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5. Strategies to increase parental involvement.

- A. The school will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide programs and the school parental involvement policy by sharing information at the Title I Annual Parent Meeting, Title I family engagement workshops, and through Title I parent surveys.
- B. The school will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children. The parental involvement plan will be available to all stakeholders by: posting the revised policy on website, sending the policy home with a cover letter, and including the policy in the school's handbook. Copies of the parent involvement policy will be housed in the front office, parent resource room, and media center. The policy will also be available at all Title I family engagement workshops throughout the school year.
- C. The school will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the school-wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by conducting a Title I Annual Parent Meeting in the fall of the school year to share Title I information. Each parent will receive a Title I brochure at the meeting. The brochures will be housed in the front office, parent resource room, and media center for parents who were unable to attend the annual meeting. The Title I brochure will also be posted on the school and district website.
- D. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I. The school will survey parents to determine the needs of the parents at the beginning of the school year.
- E. The school will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings. If requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by providing a feedback card at the end of each workshop or activity. The suggestions and comments will be kept on file at the school. The school will also maintain communication logs to address any concerns parents may have throughout the school year.
- F. The school will jointly develop with parents of participating children a school-parent compact which outlines how parents, the entire school staff,

and students will share the responsibility for improved student academic achievement. The school-parent compact will be an agreement that parents, teachers, and students will develop together. It explains how parents and teachers will work together to make sure all students reach grade-level standards. The compact will be updated annual to address the needs of the parents, students and teachers.

- G. As appropriate, the school will provide assistance to parents of participating children in understanding the state's academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, and progress monitoring of their children, by offering a variety of workshops and activities throughout the school year to share academic information. Parents will also receive information through newsletters, handouts, Connect-Ed messages, and school and district website.
- H. The school will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by maintaining a parent resource room for parents to check out educational materials to use with students at home. Parent Liaisons, Family Services Coordinators will coordinate and conduct Title I family engagement workshops and activities to address the academic needs of the school.
- I. The school will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by conducting a parent engagement training to all staff in the fall of each school year. The Georgia Department of Education (GaDOE) parent engagement modules will be utilized for training all staff members at the school. The MCSD Title I Parent Coordinator will provide technical assistance to the parent liaisons, family services coordinators and parent contacts during the school year.
- J. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by providing opportunities for parents to attend the district and school parent engagement workshops, activities, and events.
- K. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by: posting on the school and district website, sending out newsletters and calendars, extending invitations to parents, publishing flyers,

and establishing two-way communication.

- L. The school will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by working with the ESOL Parent Coordinator, Special Education Parent Mentors, Outreach Coordinator, and translators to meet the needs of all parents.

**JORDAN VOCATIONAL HIGH SCHOOL
School Improvement Parenting Action Plan**

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	<i>Parental involvement at Jordan Vocational High School in the school year 2013-14 was significantly low based on enrollment in PTO, attendance at school academic and athletic events, and turnout for Open Houses. The causes for the low enrollment include low-income urban parents (with a large number of single parent households), ethnically diverse neighborhoods, and communication differences between teacher and families.</i>				
SMART Goal Statement # 1	<i>Increase parent involvement and communication by 10 % by the end of 2014-15 as measured by the number of participants enrolled in the PTO and the number of parent participators at academic events.</i>				
Prioritized Strategies for Improvement <i>(Insert your 1-3 measurable strategies)</i>	Results Indicators <i>(A measurable, percent, increase in parent involvement/capacity results)</i>	Primary Leadership <i>(Designate the person(s) responsible)</i>	Evidence <i>(Create descriptors of proficient practices to look for.)</i>	Artifacts <i>(Insert what data you will monitor)</i>	Budget <i>(Insert what budget funds will come from and projected cost)</i>
Establish systems of effective communication strategies that will ensure that all information about policies, procedures, and expectations are available to all parents	Communicate through phone calls, emails; daily student planners; parent conferences (2 per year); website, and school phone cast, Open Houses (Freshman Orientation, grade level parent nights)	Academic Coaches, Teachers, Administrators, Counselors, Family Services Coordinator	Parents will explain how their child is progressing toward meeting and exceeding the academic standards.	Contact logs, sign-in sheets at open house Connect Ed messages, marquee, monthly newsletter, school website	Budget: \$0.00
Provide parenting and educational materials in order to help their child/children at home.	Trainings for parents to inform them of assessment score results, new curriculum expectations, graduation requirements, post-graduation college or career readiness.	Academic Coaches, Teachers, Administrators, Counselors, Family Services Coordinator	Parents will borrow resources through a check-out system. The Family Services Coordinator will maintain a resource checkout log. The Family Services Coordinator and the school webmaster will maintain a parenting section in the website.	Sign-in sheets, agendas, checkout log, school website	Budget: Title I Parenting Set Aside: \$300

Create a method to increase membership in the existing Parent-Teacher Organization.	Utilize the Connect Ed system to inform parents of upcoming PTO meetings. Use the marquee in front of the school as an announcement board.	Teachers, Administrators, Family Services Coordinator	Parents will describe how participating in the PTO provides support for their child in the areas of academic achievement.	Membership Enrollment Forms, Sign-in Sheets from meetings, monthly parent newsletter, parent perception surveys	Budget: None
The Family Services coordinator will host family engagement activities/workshops to provide parents with strategies to assist students in academic areas.	10% of the parents invited will attend scheduled academic trainings/workshops.	Administration, Teachers, Academic Coaches, Family Services Coordinator, Parents	The Family Services Coordinator will schedule monthly family engagement activities/workshops throughout the school year. Parents will complete a survey to provide feedback regarding the family engagement activities/workshops.	Agendas, Sign-in Sheets, feedback surveys, pictures	Budget: Title I Parenting Set Aside: \$300
What are some things you anticipate you will need to do to ensure success? (Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)					
<i>The contact information in Infinite Campus needs to have correct parental contact information. Materials will need to be kept up-to-date in the parent resource room. Surveys will need to be created and used to improve parental involvement.</i>					

6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

The school has included plans for students to transition from high school and beyond.

Middle School to High School and Beyond:

- A summer bridge program will be provided for upcoming freshmen.
- Freshman orientation for students and parents is offered prior to the start of school. Topics include attendance, academic success, career opportunities, graduation requirements, and a tour of the school. The orientation will be offered at the beginning of each school year. Expanding this program is an option that will be considered for the upcoming school years.
- Designated counselors and the CTAE supervisor will visit middle schools in the spring of each year to highlight the schools programs and assist rising 9th graders with completing course requests.
- Students have many opportunities at the high school to follow a career pathway in order to assist with transition to the workforce after graduation.
- Work-based opportunities are offered through select career pathways.
- College visits and orientation programs are scheduled through the guidance department for students who desire to continue their education.

7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

The ways that the school include teachers in decisions regarding use of academic assessments are:

- The administration, teachers, staff, students, and parents are involved in the on-going formal and informal assessment of student achievement.
- Weekly data team meetings are designed to disaggregate and analyze data on formative and summative assessments.
- Both formal and informal assessments are used to monitor student progress and improve instructional practices.
- The data collected and analyzed are used to assess individual student needs and determine appropriate interventions which will increase student achievement.
- The school will utilize assessments to evaluate the effectiveness of instruction and the strengths and weaknesses of students to enhance learning.
- Teachers will use a wide variety of both formative and summative assessments to identify student progress in order to modify and improve instruction, monitor the implementation of the school improvement plan and short-term action plan, and assist student learning.
- Monthly dates are established to provide a systematic flow of scheduled meetings and events throughout the year. This long range planning establishes the framework for the faculty and staff to collaborate, assess, design instructional strategies, and assessments to help students successfully achieve the necessary Common Core Standards through carefully planned instruction.

8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

8(a). All students will be given opportunities to be successful and meet state and national standards. The needs of students with disabilities, students with limited English proficiency (LEP), homeless and migrant students will be identified and addressed to ensure that the students have every opportunity possible to be successful in school. Differentiated strategies are used to enable the student to achieve their learning goals. Students with weaknesses, in academic and/or social areas, are identified through on-going monitoring and assessments which include: district benchmarks, Student Support Team (SST), and teacher observations. Teachers will continue to receive training in the identification of students with difficulties and strategies that are appropriate for intervention.

Data Teams are implemented to assist in identifying struggling students and to provide strategies for working with students' weaknesses. The Pyramid of Interventions will be utilized as needed to meet students' individual learning needs.

8(b). The importance of professional training is articulated to all stakeholders. Teachers are provided requisite tools to identify the academic weaknesses of the students. Research-based training will be provided in the following areas:

- Data Teams
- Differentiated Instruction Strategies (Universal Design for Learning)
- Students with Disabilities (SWD) disproportionality
- Student Engagement
- Co-Teaching
- Literacy Interventions
- Mathematics Interventions
- Cross Curriculum Learning
- Standards- Based Classroom
- Content Knowledge
- Assessment Literacy (Formative Instructional Practices)
- Discipline/Behavior Management (Positive Behavior Intervention Support)

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the students and additional assistance available to the student at the school or in the community.

- School-Parent Compacts are agreed upon and signed by all stakeholders. These compacts are housed in the classroom or the parent resource room.
- Teachers keep up-to-date documentation of all teacher-parent conferences. Tier 1 forms are utilized to keep the documentation consistent throughout the school. Any face-to-face or phone conferences are documented, dated, and housed in the teacher's classroom data notebook.
- The school will document meaningful two-way communication between parents and teachers throughout the year.
- Monthly Parent workshops/meetings will be provided by the parent liaison, family services coordinator or parent contacts.
- Parent-Teacher conference notes will be maintained by teachers and administrators

- Progress reports and report cards will be sent to parents.
- Teachers will contact parents in multiple ways (emails, notes, newsletters, face to face, Connect Ed, and phone calls throughout the school year).

9. Coordination and integration of federal, state, and local services and programs.

Federal, state, and local services and programs are coordinated and integrated into the instructional program aimed at improving student achievement. The school will collaborate with program managers of available funds to prevent duplication of services and effort.

- **Instructional Extension Program (IEP)** funds will be utilized to pay teacher salaries and provide student transportation for an extended day tutorial program for students not meeting standards.
- **Quality Basic Education (QBE)** funds will be utilized to provide personnel, instructional materials, supplies, and services to support instruction.
- **Title I, Part A Programs for Disadvantaged Children** Title I funds provide supplemental instructional personnel, materials and supplies, instructional technology, software and safety net programs.
- **Title II A—Teacher Quality/ Professional Learning** funds are utilized to purchase professional development resources including professional books for book studies.
- **Title III A—ESOL** funds are provided to support English Learners (EL).
- **Race to the Top (RT3)** funds have been utilized to subsidize district-wide professional development.
- **IDEA—Programs for Exceptional Students** funds are federal funds received based on the number of exceptional students in the school. These funds are utilized to provide materials and supplies for teachers of these students.

9(b). Description of how resources from Title I and other sources will be used.

Instruction

- Intervention teachers (Salaries and Benefits)
- Extended Day/year Teachers (Salaries and FICA)
- Substitutes for Title I Teachers on Sick Leave
- Contracted Services for Student Instruction
- Instructional Software
- Instructional Supplies and Supplemental Books

Improvement of Instruction

- Substitutes for Workshops & Conferences
- Contracted Services
- Training Materials and Books
- Teacher Registration/Travel
- Stipends for Teachers Receiving PLUs for Professional Learning while Off Contract

Pupil Services

- Counselor Registration/Travel
- Counseling Materials

- Counseling Software
- Contracted Services

Media Services

- Leveled Books
- Book Study Materials

School Administration

- Administration Registration/Travel

Student Transportation

- School Transportation
- Charter Bus Transportation

Parenting

- Parent Liaison/Family Services Coordinator- Salary and Benefits
- Parenting Materials and Supplies
- Parenting Refreshments
- Contracted Services for Parents

9(c). Plan developed in coordination with other programs, including those under the School-to- Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Students have to complete a career pathway and it is recommended they work a job with in that pathway. However, students are allowed to work outside the area pending the criteria of the training plan developed by the work based learning facilitator.

Carl D. Perkins funds are used to purchase resources for the purpose of program improvement and building links with the academic content area and/or integration of those content areas (i.e. math, reading).

10. Description of how individual student assessment results and interpretation will be provided to parents.

After assessment reports for individual students have been received, parents will be provided information concerning the results of the annual review including school performance profiles, individual student assessment results and interpretation of those results. A description and explanation of the school curriculum and the assessments used to measure student progress and the proficiency levels the students are expected to meet.

Assessment results and their interpretations will be shared with parents in a number of ways: during Title Annual Parent Meeting at the beginning of the year, letters, posting on the school's website and in the data room, and during parent-teacher conferences, parent workshops, and PTSA meetings. Test results will also be sent home in either progress reports or report cards.

Parents will be notified of assessments results through parent meetings, report cards, parent-teacher conferences, and written notices. Parents will be notified of Georgia Milestones scores as soon as they become available. Both the state department of education and the local school district release test scores to the public via the media.

11. Provisions for the collection and disaggregation of data on the achievement and

assessment results of students.

The State provides collection and disaggregation of student achievement data results on adequate yearly progress assessments and for third, fifth and eighth grade writing assessments. The state makes efforts to report statistically sound assessment results. Disaggregated reports are published on the Georgia Department of Education (GADOE) website and released to the news media by the State Superintendent of Education. A link to the GADOE is provided on the MCSD website. The local television and radio stations and newspapers provide the local citizens with detailed information about test results.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

The State makes efforts to report statistically sound assessment results. The Georgia Department of Education (GaDOE) determines the statistical soundness of State-mandated tests. When there is a question of validity of a non-State mandated test or its administration procedures, the Muscogee County School District's Department of Research, Evaluation, and Accountability is available to apply the rules of validity or soundness and provide technical assistance in the process.

13. Provisions for public reporting of disaggregated data.

The State provides collection and disaggregation of student achievement data results on adequate yearly progress assessments and for third, fifth and eighth grade writing assessments. The state makes efforts to report statistically sound assessment results. Disaggregated reports are published on the Georgia Department of Education (GADOE) website and released to the news media by the State Superintendent of Education. A link to the GADOE is provided on the MCSD website.

The MCSD Director of Communications provides detailed information to local television and radio stations, newspapers, and local citizens about test results. Additionally, the director provides media releases that include disaggregated reports of progress.

The Director of Research, Evaluation, and Accountability conducts live presentations of the system's status to the local school Board.

The MCSD will provide an on-line report of student progress to the community. This will be available on the school district website.

School sends letters to parents to inform them of their student's disaggregated data. Teachers are available as needed for conferences to assist parents in understanding their student's scores.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the school-wide program.

This is a School-wide Program school. The School-wide Program under which the school is operating has an approved plan that was developed over a one-year period with technical assistance provided by an outside educational consultant. The plan is updated by school representatives and it is reviewed by representatives from the Central Office and outside consultants. The review process is conducted annually.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Stakeholders were involved in the development of the plan through several avenues. The Leadership Team of the school includes at least one parent, a teacher representative from each core area, a teacher representative of students with disabilities, school administrators, and academic coaches or school improvement specialists. Stakeholder surveys and questionnaires are distributed and the results calculated to help determine areas for improvement. Teachers and other stakeholders, through representation of the Leadership Team, analyze data and use this analysis to make decisions about goals and strategies for the plan.

16. Plan available to the LEA, parents, and the public.

Once the plan is reviewed and approved by a Central Office review team, it is placed on the Muscogee County School District's website to be viewed by the LEA, public, parents, and other stakeholders. Copies of the plan are located in the school's media center, parent resource room and office and available to parents and visitors upon request.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

The Muscogee County School District will provide a translated version of the School Improvement Plan as needed for schools that have a significant percentage of parents who speak a common language other than English.

18. Plan is subject to the school improvement provisions of Section 1116 of ESEA as amended by Georgia's ESEA Flexibility Waiver.

The school will comply with the provisions of Section 1116 of Title I, Part A-Improving the Academic Achievement of the Disadvantaged of the Elementary Secondary Education Act of (ESEA) of 1965.