



# School Improvement Plan

## 2020 - 2021

General Improvement Plan Information	
School	Jordan Vocational High School College and Career Academy
Principal	Ryan Hutson
SIP Team Lead	Rhonda Lloyd
Grades Served	9-12
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input checked="" type="checkbox"/> Community Eligibility Provision (CEP) <input type="checkbox"/> Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
<input type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input checked="" type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	

### TEAM MEMBERS

*The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.*

*Schools must ensure they are incorporating a paraprofessional in the process.*

Name	Position
Mr. Ryan Hutson	Principal
Mr. Duane Wizzard	Assistant Principal
Ms. Rhonda Lloyd	Assistant Principal
Dr. Taneshia Ingersoll	Assistant Principal
Ms. Jana Rudd	Guidance Director
Dr. India Eubanks	LEA
Mr. Bill Batten	Academic Coach
Ms. Akear Mewborn	Academic Coach
Mr. Tim Vinson	College and Career Academy CEO
Mr. Russell Scott	Athletic Director
Ms. Amanda Woodruff-Clope	Media Specialist

### EXTERNAL STAKEHOLDERS

*External stakeholders are those individuals who have a vested interest in the school and have valuable experiences and perspectives that will provide the team with important input, feedback, and guidance. A minimum of two external stakeholders are required and must be engaged in the CNA/SIP process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.*

Name	Position
Mr. Jeremy Cummings	CCA Board Chairman

#### How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

The stakeholders will be able to meet and discuss any needs or concerns through the Local School Council meeting, the College and Career Academy Board meetings, and through the parent liaison.



**OUR SCHOOL MISSION**

Jordan High School is committed to providing educational experiences that will enable each student to become a lifelong learner, enter the work force with necessary skills and achieve academic and personal potential.

**OUR SCHOOL VISION**

**OVERARCHING NEEDS**

Need in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Well-Managed Learning Environment	<ul style="list-style-type: none"> <li>● Inconsistent school-wide discipline procedures.</li> <li>● Teachers not consistent in administering policies and procedures.</li> <li>● Apprehension of teachers to address discipline issues.</li> <li>● Lack of communication between admin., teachers, and students regarding discipline concerns.</li> <li>● Students reacting to everyday environment/culture and not being redirected in how to act professionally.</li> </ul>	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
2. Rigorous Learning Environment	<ul style="list-style-type: none"> <li>● Teachers do not collaborate effectively in the planning of the lessons in a co-taught environment.</li> <li>● Teachers struggle in consistently utilizing Gradual Release strategies in Tier 1 instruction.</li> <li>● Teachers do not consistently use effective co-teaching models in delivery of instruction.</li> </ul>	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate

	<ul style="list-style-type: none"> <li>● Teachers do not have high expectations for students.</li> <li>● Teachers do not consistently and effectively assess student learning in the classroom.</li> </ul>	
3.		<input type="checkbox"/> Instructional <input type="checkbox"/> Climate
4.		<input type="checkbox"/> Instructional <input type="checkbox"/> Climate

**Top INSTRUCTIONAL Overarching Need**

**Instructional SMART Goal (Process Goal NOT Outcome Goal) to Address Top Instructional Overarching Need**

As measured by data synthesized from focus walks, surveys, and other artifacts gathered from August 2020 to May 2021, 100% of the faculty will engage in professional learning sessions and 80% will effectively implement the essential elements that build a strong Tier I instructional framework essential to increasing student achievement.

**ACTION STEP**

All teachers will be trained on effective co-teaching practices and collaborative planning strategies.

<b>Impacted Subgroup(s)</b>	<b>Funding Source(s)</b>	<b>Progress Monitoring Method</b>	<b>Position Responsible</b>	<b>Implementation Timeline</b>
<ul style="list-style-type: none"> <li>● Economically Disadvantaged</li> <li>● Foster/Group Home</li> <li>● Homeless</li> <li>● Transient</li> <li>● Race / Ethnicity / Minority</li> <li>● Student with Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>● Title I, Part A</li> <li>● Title II, Part A</li> <li>● TSI Grant</li> </ul>	Agendas for PL, sign-in sheets denoting presence at PL, TKES observations, informal observations, and Admin. Developed “playbook” and corresponding data.	Administration, Academic Coaches, and Teachers	August 2020-May 2021 through scheduled PLC’s and other PL opportunities.

**If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?**

Ed Elements

<b>ACTION STEP</b>				
All teachers will be trained on Interdisciplinary team teaching practices and collaborative planning strategies.				
<b>Impacted Subgroup(s)</b>	<b>Funding Source(s)</b>	<b>Progress Monitoring Method</b>	<b>Position Responsible</b>	<b>Implementation Timeline</b>
<ul style="list-style-type: none"> <li>Economically Disadvantaged</li> <li>Foster/Group Home</li> <li>Homeless</li> <li>Transient</li> <li>Race / Ethnicity / Minority</li> <li>Student with Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Title I, Part A</li> <li>Title II, Part A</li> <li>TSI Grant</li> </ul>	Agendas for PL, sign-in sheets denoting presence at PL, informal observations, TKES observations, and Admin. Developed “playbook” and corresponding data.	Administration, Academic Coaches, and Teachers	Others : October and January PL; Periodically in PLC
<b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b>				
Ed Elements				

<b>ACTION STEP</b>				
On-going Tier 1 instruction training will be administered periodically throughout the school year.				
<b>Impacted Subgroup(s)</b>	<b>Funding Source(s)</b>	<b>Progress Monitoring Method</b>	<b>Position Responsible</b>	<b>Implementation Timeline</b>
<ul style="list-style-type: none"> <li>Economically Disadvantaged</li> <li>Foster/Group Home</li> <li>Homeless</li> <li>Transient</li> <li>Race / Ethnicity / Minority</li> </ul>	<ul style="list-style-type: none"> <li>Title I, Part A</li> <li>Title II, Part A</li> <li>TSI Grant</li> </ul>	Agendas for PL, sign-in sheets denoting presence at PL, informal observations, TKES observations, and Admin. Developed “playbook” and corresponding data.	Administration, Academic Coaches, and Teachers	Others : Periodically in PLC

<ul style="list-style-type: none"> <li>• Student with Disabilities</li> </ul>				
<b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b>				

ACTION STEP				
All teachers will notate team teaching practices on weekly lesson plans that will be submitted via Canvas and kept as a hard copy in classroom.				
Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
<ul style="list-style-type: none"> <li>• Economically Disadvantaged</li> <li>• Foster/Group Home</li> <li>• Homeless</li> <li>• Transient</li> <li>• Race / Ethnicity / Minority</li> <li>• Student with Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Title I, Part A</li> <li>• Title II, Part A</li> <li>• TSI Grant</li> </ul>	Agendas for PL, sign-in sheets denoting presence at PL, informal observations, TKES observations, and Admin. Developed “playbook” and corresponding data.	Administration, Academic Coaches, and Teachers	Weekly checks by Academic Coaches and Admin.
<b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b>				

ACTION STEP				
All teachers will document that team teaching practices were discussed in PLC minutes.				
Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
<ul style="list-style-type: none"> <li>• Economically Disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>• Title I, Part A</li> <li>• Title II, Part A</li> <li>• TSI Grant</li> </ul>	Agendas for PLC’s, sign-in sheets denoting presence at PLC’s, and minutes	Administration, Academic Coaches, and Teachers	As determined by PLC meetings schedule.



<ul style="list-style-type: none"> <li>● Foster/Group Home</li> <li>● Homeless</li> <li>● Transient</li> <li>● Race / Ethnicity / Minority</li> <li>● Student with Disabilities</li> </ul>		<p>from PLS meetings will be collected and kept by instructional lead.</p>		
<p><b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b></p>				

ACTION STEP				
<p>A team of teachers/staff members will be trained in Personalized Learning strategies and will redeliver to “Trailblazers”.</p>				
Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
<ul style="list-style-type: none"> <li>● Economically Disadvantaged</li> <li>● Foster/Group Home</li> <li>● Homeless</li> <li>● Transient</li> <li>● Race / Ethnicity / Minority</li> <li>● Student with Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>● Title I, Part A</li> <li>● Title II, Part A</li> <li>● TSI Grant</li> </ul>	<p>EdElements Walkthroughs, informal walkthroughs by PL Team, documented in Lesson Plans</p>	<p>Administration, PL Lead (Mr. Batten), PL Team</p>	<p>August 2020 to May 2021</p>
<p><b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b></p>				
<p>Ed Elements</p>				

**Top CLIMATE Overarching Need**

**Climate SMART Goal (Process Goal NOT Outcome Goal) to Address Top Climate Overarching Need**

As measured by the Tiered Fidelity Inventory (TFI) score or the Self-Assessment (SAS) Survey score, from August 2020 to May 2021, all ten (10) Tier 1 critical elements of School-Wide Positive Behavioral Interventions and Supports (PBIS) will be implemented with five (5) of the ten (10) elements developed to at least 80% fidelity.

**ACTION STEP**

Teachers and staff (including non-school based personnel) will be trained on the PBIS framework during each district PL day and throughout the year when discipline, SAS, and/or TFI data suggests a need for further training/review.

<b>Impacted Subgroup(s)</b>	<b>Funding Source(s)</b>	<b>Progress Monitoring Method</b>	<b>Position Responsible</b>	<b>Implementation Timeline</b>
<ul style="list-style-type: none"> <li>● Economically Disadvantaged</li> <li>● Foster/Group Home</li> <li>● Homeless</li> <li>● Transient</li> <li>● Race / Ethnicity / Minority</li> <li>● Student with Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>● Title I, Part A</li> <li>● Title II, Part A</li> </ul>	Agendas for PL, sign-in sheets denoting presence at PL, and minutes from PL meetings will be collected and kept by PBIS Coach. Data will be analyzed using the SAS and TFI as well as district PBIS walkthroughs periodically.	PBIS Coach, PBIS Team, Admin., and teachers	August, October, and January PL; Periodically in PLC
<p align="center"><b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b></p>				

<b>ACTION STEP</b>				
Ongoing training will be provided to faculty and staff through PLC meetings, PL days, and faculty meetings throughout the school year.				
<b>Impacted Subgroup(s)</b>	<b>Funding Source(s)</b>	<b>Progress Monitoring Method</b>	<b>Position Responsible</b>	<b>Implementation Timeline</b>
<ul style="list-style-type: none"> <li>Economically Disadvantaged</li> <li>Foster/Group Home</li> <li>Homeless</li> <li>Transient</li> <li>Race / Ethnicity / Minority</li> <li>Student with Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Title I, Part A</li> <li>Title II, Part A</li> </ul>	Agendas for PL, sign-in sheets denoting presence at PL, and minutes from PL meetings will be collected and kept by PBIS Coach. Data will be analyzed using the SAS and TFI as well as district PBIS walkthroughs periodically.	PBIS Coach, PBIS Team, Admin., and teachers	August, October, and January PL; Periodically in PLC
<b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b>				

<b>ACTION STEP</b>				
Faculty and Staff will use the PBIS rewards app to reinforce PBIS practices.				
<b>Impacted Subgroup(s)</b>	<b>Funding Source(s)</b>	<b>Progress Monitoring Method</b>	<b>Position Responsible</b>	<b>Implementation Timeline</b>
<ul style="list-style-type: none"> <li>Economically Disadvantaged</li> <li>Foster/Group Home</li> <li>Homeless</li> <li>Transient</li> <li>Race / Ethnicity / Minority</li> </ul>	<ul style="list-style-type: none"> <li>Title I, Part A</li> <li>Title II, Part A</li> </ul>	Agendas for PL, sign-in sheets denoting presence at PL, and minutes from PL meetings will be collected and kept by PBIS Coach. Data will be analyzed using the SAS and TFI as well as district	PBIS Coach, PBIS Team, Admin., and teachers	PBIS Rewards

<ul style="list-style-type: none"> <li>● Student with Disabilities</li> </ul>		PBIS walkthroughs periodically.		
<b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b>				

ACTION STEP				
A team of faculty members will be trained on Restorative Practices (W.O.R.K.S) and re-deliver to faculty and staff.				
Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
<ul style="list-style-type: none"> <li>● Economically Disadvantaged</li> <li>● Foster/Group Home</li> <li>● Homeless</li> <li>● Transient</li> <li>● Race / Ethnicity / Minority</li> <li>● Student with Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>● Title I, Part A</li> <li>● Title II, Part A</li> </ul>	Agendas for PL, sign-in sheets denoting presence at PL, and minutes from PL meetings will be collected and kept by PBIS Coach. Data will be analyzed using the SAS and TFI as well as district PBIS walkthroughs periodically.	PBIS Coach, PBIS Team, Admin., and teachers	August, October, and January PL; Periodically in PLC
<b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b>				

ACTION STEP				
Advisement teachers will introduce the PBIS Framework lessons with students – one lesson per week for eight weeks. The framework will be reinforced by all faculty and staff.				
Impacted Subgroup(s)	Funding Source(s)	Progress Monitoring Method	Position Responsible	Implementation Timeline
<ul style="list-style-type: none"> <li>● Economically Disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>● Title I, Part A</li> <li>● Title II, Part A</li> </ul>	Agendas for PL, sign-in sheets denoting presence at PL, and minutes from	PBIS Coach, PBIS Team, Admin., and teachers	Weekly from August 2020 to May 2021

<ul style="list-style-type: none"> <li>● Foster/Group Home</li> <li>● Homeless</li> <li>● Transient</li> <li>● Race / Ethnicity / Minority</li> <li>● Student with Disabilities</li> </ul>		<p>PL meetings will be collected and kept by PBIS Coach. Data will be analyzed using the SAS and TFI as well as district PBIS walkthroughs periodically.</p>		
<p><b>If applicable, what partnerships with universities/colleges, business, non-profits, community organizations or any private entity with a demonstrated record of success is the school partnering with to carry out this action step?</b></p>				

**PROFESSIONAL DEVELOPMENT PLAN**  
**Must be aligned to Overarching Needs and Goals**

PD DAY #1		
Training Topic(s)	Data to be Tracked for Progress Monitoring	Funding Source(s)
<p>•We have partnered with EdElements through the TSI Grant to assist in building a strong foundation of Tier 1 Instruction for our entire faculty. We will focus on a “common” language and school-wide expectations. EdElements in conjunction with our administrative team will build a “playbook” that will consist of the instructional expectations we have for all teachers. This will result in a non-evaluative walkthrough form that will be utilized by academic coaches, district staff, and instructional leaders in our building. The corresponding data will be used on PL day 2.</p> <p>•The PBIS team will provide a refresher/orientation to begin the year. Disciplinary policies and procedures will be taught/reviewed and the transition from school-wide expectations to classroom expectations will begin.</p>	<ul style="list-style-type: none"> <li>● EdElements/JVHS Admin. “playbook</li> <li>● TKES Observations</li> </ul>	<ul style="list-style-type: none"> <li>● COF</li> </ul>

PD DAY #2		
Training Topic(s)	Data to be Tracked for Progress Monitoring	Funding Source(s)
<p>•Through the collection of data from the initial EdElements PL, the administrative team will tier our teachers to provide differentiated PL. This will consist of two</p>	<ul style="list-style-type: none"> <li>● EdElements/JVHS Admin. Playbook</li> <li>● TKES Observations</li> </ul>	<ul style="list-style-type: none"> <li>● COF</li> </ul>

<p>groups. The first group will receive more intensive instruction and review of core Tier 1 instructional practices. The second group will have a PL focused on enriching and creating a deeper understanding of the concepts taught in previous PL. A second “playbook will be developed to track progress from October PL date to December 22<sup>nd</sup>. The differentiated PL will be completed by Admin., Academic Coaches, and EdElements personnel.</p> <ul style="list-style-type: none"> <li>•The PBIS team will provide guidance and instruction on the transition from school-wide expectations to classroom expectations will begin. Classroom matrices will be developed and reviewed.</li> </ul>		
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PD DAY #3		
Training Topic(s)	Data to be Tracked for Progress Monitoring	Funding Source(s)
<ul style="list-style-type: none"> <li>•Through the collection of data from the initial EdElements PL, the administrative team will tier our teachers to provide differentiated PL. This will consist of two groups. The first group will receive more intensive instruction and review of core Tier 1 instructional practices. The second group will have a PL focused on enriching and creating a deeper understanding of the concepts taught in previous PL. A third “playbook will be developed to track progress from January PL date to March 26<sup>th</sup>. The differentiated PL will be completed by Admin., Academic Coaches, and EdElements personnel.</li> </ul>	<ul style="list-style-type: none"> <li>• EdElements/JVHS Admin. Playbook</li> <li>• TKES Observations</li> </ul>	<ul style="list-style-type: none"> <li>• COF</li> </ul>

<p>•The PBIS team will provide further data-driven guidance and instruction on classroom expectations. Classroom matrices will be adjusted if needed and reviewed.</p>		
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<b>ADDITIONAL PD OFFERED DURING YEAR</b> <b>Includes specific conferences and workshops</b>		
<b>Training Topic(s)</b>	<b>Data to be Tracked for Progress Monitoring</b>	<b>Funding Source(s)</b>
Nashville Academies Tour	Spring 2021	COF
Restorative Practices (W.O.R.K.S.)	TBD	COF
Personalized Learning Team	TBD	MCSD



## REQUIRED QUESTIONS FOR ALL SCHOOLS

In developing this plan, briefly describe how the school sought advice from individuals was accomplished (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

The Leadership Team met to rate and discuss all criteria in the Comprehensive Needs Assessment. From these questions, discussion came about that caused the team to reflect on matters and issues that are concerns throughout the building. Through these discussions between teachers, academic coaches, and administration, it became evident that there were many areas of need throughout the building, but it also became apparent where the school needed to focus our greatest attention first. After developing the goals and action steps that seem to be the biggest area of need, the paraprofessionals and other stakeholders were included to offer any ideas and suggestions that they might have to help improve matters within the school.

Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

All students at Jordan Vocational High School are economically disadvantaged. All teachers will receive ongoing training to allow for continuous development opportunities to enhance effective Tier 1 instructional strategies and behavioral interventions to reach all students. In addition, discipline procedures have been modified to include a conference with SWD students that reach 5 days of out of school suspension (OSS). The conference may include the student, parent(s), administrator, LEA, counselor, case manager, and teacher if applicable.

Describe continuing and/or new activities and programming, including objectives and intended outcomes, planned for supporting

Describe any continuing and/or new Title IV funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

The objective of implementing Restorative Practices (W.O.R.K.S.) has been and will continue to be to offer alternatives to suspension and engage students and parent(s) in the ongoing process of improving behavior. We have elected to have a counselor through the W.O.R.K.S. Program on campus three times weekly to hold small-group sessions as well as meet with parents and students to individually

address any behavioral concerns that may have led to suspension. W.O.R.K.S. modules will be mandated to complete with the W.O.R.K.S. counselor prior to the student returning to their regular schedule. An early intervention component is also being developed to intervene prior to extended suspension with those students exhibiting behaviors that may be detrimental to teaching and learning. Several staff members have been trained in Restorative Practices and there are plans for the program to be coordinated in our Tools for Success course offered in our Freshman Academy. Those teachers in the Freshman Academy not already trained will be included to implement the program with the utmost fidelity.

### **Elementary Schools Only**

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Also, describe what supports and/or services will be put into place to support 5<sup>th</sup> grade students in their transition to middle school.

### **Middle Schools Only**

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5<sup>th</sup> grade students in the transition from the elementary school to the middle school.

Also, describe what supports and/or services will be put into place to support 8<sup>th</sup> grade students in their transition to high school.

### **High Schools Only**

Describe how the school will support, coordinate and integrate services with middle schools, including strategies for 8<sup>th</sup> grade students in the transition from the middle school to the high school.

Also, describe what supports and/or services will be put into place to support 12<sup>th</sup> grade students in their transition to college or career.

To transition into high school, we have a freshmen orientation to give important information to the freshmen, tour the school, and learn important facts about high school. This year, all freshmen will take a Tools for Success class that will not only help them become more prepared to be a successful high school student, but to also prepare them for life outside of high school - whether that be college or career. Also in this Tools for Success course, students will take the You-Science Career Aptitude Assessment, which will give results to students regarding their interests and aptitudes for teachers to help guide and mentor them for their future goals and careers. Through our advisement program, advisors assist freshmen with any difficulties they are having in high school and to continuously observe their grades, attendance, and behavior to help keep them on track. As for the transition to college and career, there are several opportunities offered for the students through Work-Based Learning and Dual Enrollment Classes.

Vertical articulation meetings will be scheduled in the Spring with feeder middle schools (Arnold Magnet Academy and Double Churches Middle School) to support, coordinate, and integrate services as students' transition from middle school to high school. Our Guidance Director, Counselors, and LEA will work with Seniors on their transition to college or career.

## REQUIRED QUESTIONS FOR TITLE I SCHOOLS

Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

All students at Jordan Vocational High School are economically disadvantaged. We ensure that all teachers in our school are highly qualified in their content area and receive ongoing training to allow teachers continuous development opportunities to enhance effective instructional strategies to reach all students in the school.

Provide a general description of the Title I instructional program being implemented. Specifically define the content areas to be addressed and the strategies to be utilized to address the identified needs of the most at-risk students in the school. Include any services being provided for homeless students or any students living in group homes.

Jordan Vocational High School is a school-wide Title I school. All resources that we offer are offered to all students in each content area. This year, not only will we continue to focus on Tier 1 instructional strategies through the Gradual Release of Responsibility Framework, but we will also be focusing on how to better implement Tier 1 instructional strategies through a more cohesive team teaching approach to better enhance student achievement with all students at Jordan Vocational High School.

### **Targeted Assistance Schools Only**

Provide a description of how teachers, in consultation with parents, administrators and student services personnel, will identify eligible students most in need of Title I targeted assistance programs and supports. Include a description of how the school will develop and implement multiple objective, academic-based performance criteria to rank students for service including a description of the measurable scale (point system) that uses the objective criteria to rank all students.