



# School Improvement Plan

## 2021 – 2024

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
Ryan Hutson	Principal
Taneshia Ingersoll, Rhonda Lloyd, Duane Wizzard	Assistant Principal(s)
Akear Mewborn	Academic Coach
Amanda Tuite	Teacher
Russell Scott	Athletic Director
Dr. Eubanks (LEA)	SWD Teacher (when applicable)
Tim Vinson	CEO, College and Career Academy
Samantha Kirkland	Paraprofessional
Michelle Ogletree	Family Engagement Representative
	Parent
	Parent
	Student (HS only)
	Student (HS only)
Jeremy Cummings	Business/Community Partner
	Business/Community Partner
	GaDOE (SI schools only)
	RESA (SI schools only)

## ADDITIONAL TEAM MEMBERS

Name	Position
Christopher McGrotha	Teacher
Amanda Toelle	Teacher
Polly Propst-Everitt	Teacher
Amada Clope	Media Specialist

### 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, various surveys throughout the school year, the College and Career Academy Board meetings, and through our Family Services Coordinator.



**OUR SCHOOL MISSION**

The mission of Jordan Vocational High School College and Career Academy is to create an environment based on integrity and loyalty for all our faculty, students, parents, and community members in order to produce successful future citizens who are professional, present, prepared, and positively contribute to their community.

**OUR SCHOOL VISION**

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

**OVERARCHING NEEDS**

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Differentiation for student needs	Teachers do not consistently identify individual needs of their students	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Use of Formative Assessments to drive instruction	Teachers do not consistently give or use Formative Assessments to drive instruction.	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
3. Differentiated Station work for students.	Teachers may not know how to effectively group students.	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
4.		<input type="checkbox"/> Instructional <input type="checkbox"/> Climate

## IMPORTANT

*As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.*

<b>DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN</b>	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1 <sup>st</sup> & 2 <sup>nd</sup> year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress ( <i>applies to all 4 goals</i> )	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

<b>ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)</b>	
Powerful Practices	
1.	The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2.	The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3.	The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement	
1.	Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2.	Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3.	Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4.	Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities	
1.	Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.
2.	Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

**2021 – 2024 OVERARCHING NEEDS & GOALS**

District Overarching Need	SIP Goal
Address individual student needs	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Addressing instructional needs incorporating the Gradual Release framework and components of Personalized Learning	By May 2024, 100% of teachers will be trained and coached, on four key areas (differentiation of teacher-led instruction, grouping students based on variety of quantitative and qualitative data points, using formative assessment and providing real time feedback, differentiation of work product and process) of Targeted Instruction and will implement with 60% consistency and fidelity as measured by classroom observations, lesson plan review, data team observations, and coaching feedback.
Addressing individual student behavioral needs while reinforcing positive behavior expectations	By May of 2024, 100% of teachers will be trained on PBIS critical elements 5 (acknowledgement system), 6 (effective discipline processes), and 9 (PBIS in the classroom) with 80% effective implementation as measured by various observation tools and surveys.

## SHORT TERM ACTION PLAN

**FALL 2021**

Goal:	<ul style="list-style-type: none"> <li>By May 2022, 100% of Jordan teachers will be trained and coached on the planning and execution of differentiation of daily teacher-led instruction for individual or groups of students (Targeted Instruction) and will implement with 60% (3 out of 5 days) consistency and fidelity as measured by classroom observations, lesson plan review, data team observations, and coaching feedback.</li> <li>By May of 2022, 100% of teachers will be trained on PBIS critical element 5 (acknowledgement system) with 80% effective implementation as measured by various observation tools and surveys.</li> </ul>						
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
<b>Data Teams:</b> <ul style="list-style-type: none"> <li>Biweekly:</li> <li>45 minute for content area</li> <li>90-minute sessions for Department Data Teams</li> </ul>	All Teachers	Title I, Part A Title II, Part A TSI Grant	Academic Coach, Department Chairs, teachers, AP's, and Principal	September 2021 through May 2022	Bi-weekly data teams meetings the first semester with assigned admin. team member present.	Data Teams portfolio's will be kept by department chair with agendas, minutes, sign-in sheets, and data reviews.	Not Started
	Intended Outcomes:	The intended outcome of this action step is for teachers to begin the process of using data to drive instructional decisions and practices to increase student achievement and growth.					
<b>Observations, Planning &amp; Feedback</b> <ul style="list-style-type: none"> <li>TKES -3 per semester (6 annually)</li> <li>Daily non-evaluative learning walks-3-5 classroom visits per day @ 10 minutes each (look-fors based</li> </ul>	All Teachers	Title I, Part A Title II, Part A	Academic Coach, CEO, AP's, and Principal	September 2021 through May 2022	Daily walk-through data shared weekly with Admin Team. Teachers will be observed informally at least bi-weekly, Leadership will share strengths & successes with written summary of observation.	Artifacts include, but are not limited to, TKES reports, Evaluator Interrelated Reliability learning walks, and Google Forms used to track SIP goals and their implementation status among teachers.	Not Started
	Intended Outcomes:	The intended outcome for this action step includes a systematic, equitable, and proven process for teacher evaluations (TKES). We also seek to gather more informal data using non-evaluative walk-throughs by our AP's, CEO, Principal, and					

on SIP goals)		Academic Coach(es) that can be used to differentiate Professional Development and provide the proper support to struggling teachers.					
<b>Differentiated Professional Development: Teacher-led instruction</b>	All teachers All Students	Title I, Part A Title II, Part A	Academic Coach, CEO, AP's, and Principal	September 2021 through May 2022	Teachers will attempt differentiated teacher-led groups twice a week.	Artifacts include, but are not limited to, Evaluator Interrelated Reliability learning walks, and Google Forms used to track SIP goals and their implementation status among teachers.	Not Started
	Intended Outcomes:	The Intended Outcome will include the entire instructional staff with Professional Development for teachers and teachers looking at data in PLCs and crafting where differentiation will occur – in teacher-led groups.					
<b>Onboarding of New Faculty:</b>	All Teachers	Title I, Part A Title II, Part A	Academic Coach, CEO, AP's, and Principal	September 2021 through May 2022	???	???	Choose an item.
	Intended Outcomes:						
<b>PBIS Training on Critical Element 5 (Acknowledgement system):</b>	All teachers All Students	Title I, Part A Title II, Part A	Academic Coach, CEO, AP's, and Principal	September 2021 through May 2022	???	???	Choose an item.
	Intended Outcomes:						



## SHORT TERM ACTION PLAN

**Spring 2022**

Goal:	<ul style="list-style-type: none"> <li>By May 2022, 100% of Jordan teachers will be trained and coached on the planning and execution of differentiation of daily teacher-led instruction for individual or groups of students (Targeted Instruction) and will implement with 60% (3 out of 5 days) consistency and fidelity as measured by classroom observations, lesson plan review, data team observations, and coaching feedback.</li> <li>By May of 2022, 100% of teachers will be trained on PBIS critical element 5 (acknowledgement system) with 80% effective implementation as measured by various observation tools and surveys.</li> </ul>						
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
<b>Differentiated Professional Development: Teacher -led instruction.</b>	All teachers All Students	Title I, Part A Title II, Part A	Academic Coach, CEO, AP's, and Principal	September 2021 through May 2022	Teachers will attempt differentiated teacher-led groups twice a week.	Artifacts include, but are not limited to, Evaluator Interrelated Reliability learning walks, and Google Forms used to track SIP goals and their implementation status among teachers.	Choose an item.
	Intended Outcomes:	The Intended Outcome will include the entire instructional staff with Professional Development for teachers and teachers reviewing data in PLCs and teachers planning and crafting differentiation for students in teacher-led groups.					
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.

## SHORT TERM ACTION PLAN

**FALL 2022**

Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI			
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status	
<b>Goal:</b>	<ul style="list-style-type: none"> <li>By May 2023, 100% of Jordan teachers will be trained and coached on the planning and execution of weekly groupings based on variety of quantitative and qualitative data points from formative assessment and providing real-time feedback (Targeted Instruction) and will implement with 60% (3 out of 5 days) consistency and fidelity as measured by classroom observation, lesson plan review, data team observations, and coaching feedback.</li> <li>By May of 2023, 100% of teachers will be trained on PBIS critical element 6 (effective discipline processes) with 80% effective implementation as measured by various observation tools and surveys.</li> </ul>							
<b>Data Teams:</b> <ul style="list-style-type: none"> <li>Biweekly:</li> <li>45 minutes for content area</li> <li>90-minute sessions for Department Data Teams</li> </ul>	All Teachers	Title I, Part A Title II, Part A TSI Grant	Academic Coach, Department Chairs, teachers, AP's, and Principal	September 2021 through May 2022	Bi-weekly data teams meetings the first semester with assigned admin. team member present.	Data Teams portfolio's will be kept by department chair with agendas, minutes, sign-in sheets, and data reviews with the use of a checklist.	Not Started	
Intended Outcomes:		The intended outcome of this action step is for teachers to begin the process of using data to drive instructional decisions and practices to increase student achievement and growth.						
<b>Observations, Planning &amp; Feedback</b> <ul style="list-style-type: none"> <li>TKES -3 per semester (6 annually)</li> <li>Daily non-evaluative learning walks-3-5 classroom visits per day @ 10 minutes each (look-fors based</li> </ul>	All Teachers	Title I, Part A Title II, Part A	Academic Coach, CEO, AP's, and Principal	September 2021 through May 2022	Daily walk-through data shared weekly with Admin Team. Teachers will be observed informally at least bi-weekly, Leadership will share strengths & successes with written summary of observation.	Artifacts include, but are not limited to, TKES reports, Evaluator Interrelated Reliability learning walks, and Google Forms used to track SIP goals and their implementation status among teachers.	Choose an item.	
Intended Outcomes:		The intended outcome for this action step includes a systematic, equitable, and proven process for teacher evaluations (TKES). We also seek to gather more informal data using non-evaluative walk-throughs by our AP's, CEO, Principal, and						

on SIP goals)		Academic Coach(es) that can be used to differentiate Professional Development and provide the proper support to struggling teachers.					
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.

## SHORT TERM ACTION PLAN

**SPRING 2023**

Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI			
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status	
<b>Goal:</b>	<ul style="list-style-type: none"> <li>By May 2023, 100% of Jordan teachers will be trained and coached on the planning and execution of weekly groupings based on variety of quantitative and qualitative data points from formative assessment and providing real-time feedback(Targeted Instruction) and will implement with 60% (3 out of 5 days) consistency and fidelity as measured by classroom observation, lesson plan review, data team observations, and coaching feedback.</li> <li>By May of 2023, 100% of teachers will be trained on PBIS critical element 6 (effective discipline processes) with 80% effective implementation as measured by various observation tools and surveys.</li> </ul>							
<b>Data Teams:</b> <ul style="list-style-type: none"> <li>Biweekly:</li> <li>45 minutes for content area</li> <li>90-minute sessions for Department Data Teams</li> </ul>	All Teachers	Title I, Part A Title II, Part A TSI Grant	Academic Coach, Department Chairs, teachers, AP's, and Principal	September 2021 through May 2022	Bi-weekly data teams meetings the first semester with assigned admin. team member present.	Data Teams portfolio's will be kept by department chair with agendas, minutes, sign-in sheets, and data reviews with the use of a checklist.	Choose an item.	
Intended Outcomes:		The intended outcome of this action step is for teachers to begin the process of using data to drive instructional decisions and practices to increase student achievement and growth.						
<b>Observations, Planning &amp; Feedback</b> <ul style="list-style-type: none"> <li>TKES -3 per semester (6 annually)</li> <li>Daily non-evaluative learning walks-3-5 classroom visits per day @ 10 minutes each (look-fors based</li> </ul>	All Teachers	Title I, Part A Title II, Part A	Academic Coach, CEO, AP's, and Principal	September 2021 through May 2022	Daily walk-through data shared weekly with Admin Team. Teachers will be observed informally at least bi-weekly, Leadership will share strengths & successes with written summary of observation.	Artifacts include, but are not limited to, TKES reports, Evaluator Interrelated Reliability learning walks, and Google Forms used to track SIP goals and their implementation status among teachers.	Choose an item.	
Intended Outcomes:		The intended outcome for this action step includes a systematic, equitable, and proven process for teacher evaluations (TKES). We also seek to gather more informal data using non-evaluative walk-throughs by our AP's, CEO, Principal, and						

on SIP goals)		Academic Coach(es) that can be used to differentiate Professional Development and provide the proper support to struggling teachers.					
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.

## SHORT TERM ACTION PLAN

**FALL 2023**

Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
<b>Goal:</b>	<ul style="list-style-type: none"> <li>By May 2024, 100% of Jordan teachers will be trained and coached on the planning and execution of practice (station) work in We Do and I Do is differentiated in process or product (varying levels of complexity and process) and will implement with 60% ( 3 out of 5 days) consistency and fidelity as measured by classroom observations, lesson plan review, data team observations, and coaching feedback.</li> <li>By May of 2024, 100% of teachers will be trained on PBIS critical element 9 (PBIS in the classroom) with 80% effective implementation as measured by various observation tools and surveys.</li> </ul>						
<b>Differentiated Professional Development: Station Rotation</b>	All teachers All Students	Title I, Part A Title II, Part A	Academic Coach, CEO, AP's, and Principal	September 2021 through May 2022	Teachers will attempt differentiated station rotation twice a week.	Artifacts include, but are not limited to, Evaluator Interrelated Reliability learning walks, and Google Forms used to track SIP goals and their implementation status among teachers.	Not Started
	Intended Outcomes:	The intended outcome of this action step is for teachers to begin the process of planning and execution of practice (station) work in We Do and I Do which is differentiated in interest, process or product (varying levels of complexity).					
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.

## SHORT TERM ACTION PLAN

### SPRING 2024

Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
<b>Goal:</b>	<ul style="list-style-type: none"> <li>By May 2024, 100% of Jordan teachers will be trained and coached on the planning and execution of practice (station) work in We Do and I Do is differentiated in process or product (varying levels of complexity and process) and will implement with 60% ( 3 out of 5 days) consistency and fidelity as measured by classroom observations, lesson plan review, data team observations, and coaching feedback.</li> <li>By May of 2024, 100% of teachers will be trained on PBIS critical element 9 (PBIS in the classroom) with 80% effective implementation as measured by various observation tools and surveys.</li> </ul>						
<b>Differentiated Professional Development: Station Rotation</b>	All teachers All Students	Title I, Part A Title II, Part A	Academic Coach, CEO, AP's, and Principal	September 2021 through May 2022	Teachers will attempt differentiated station rotation twice a week.	Artifacts include, but are not limited to, Evaluator Interrelated Reliability learning walks, and Google Forms used to track SIP goals and their implementation status among teachers.	Choose an item.
	Intended Outcomes:	The intended outcome of this action step is for teachers to begin the process of planning and execution of practice (station) work in We Do and I Do which is differentiated in interest, process or product (varying levels of complexity).					
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.

# YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1	PBIS critical element 5 (pre-planning 2021)	Climate	TFI, SAS, and Observational Data
PD Day #2	Data Teams Process	Instructional	Data Teams Observations, TKES, Non-evaluative learning walks
PD Day #3			
Additional PD			



## YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1	PBIS critical element 6		
PD Day #2			
PD Day #3			
Additional PD			

## YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1	PBIS critical element 9		
PD Day #2			
PD Day #3			
Additional PD			

## REQUIRED QUESTIONS

In developing this plan, briefly describe how the school sought advice from various stakeholders (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 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 middle school to 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.

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.