School Name | Jeffersonville High School

School Number | 0849

Street Address | 2315 Allison Lane

City | Jeffersonville   Zip Code | 47130

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: Select plan period

---------------------- **CONTACT INFORMATION** ----------------------

Principal: Pamela Hall

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Superintendent: Mark Laughner

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI   Targeted Support and Improvement – federal government school designation under ESSA

ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI   Comprehensive Support and Improvement – federal government designation under ESSA

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and state-accredited nonpublic schools**

Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI**

Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**

Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

 Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out HERE.

This is an initial three (3) year plan. ☐	This is a review/update of a plan currently in use. ☒
This school is identified as the following by the federal government: Choose	
(TSI only) Underperforming student groups identified by the federal government: Choose , Choose , Choose , Choose , Choose , Choose	
This school receives Title IA funding. Choose an item. Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? * Choose an item. *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s) column below. To be sure the needs of each underperforming student group are addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Pamela Hall	Executive Principal	Both	Attend , Grad, Math, ELA
Bill Eihusen	Principal, Public Service Academy	Both	Attend, Grad, Blk, SpEd
Holly Bernard-Bramblett	Principal, Freshman Academy	Both	Attend, Grad, ELA, F/R
Matt Barker	Principal, Business Academy	Both	Attend, Grad, Wht, F/R
Brandon Winebrenner	Principal, Eng. & Manufacturing Academy	Both	Attend, Grad, ELL, Hisp.
Col. Robert Benning	AFJROTC Representative	Both	Attend, Grad, ELA,
Natalie Woods	Academy Coach	Both	Grad, ELA, Math, Multiracial
Andrea Schedler	Counselor, Freshman Academy	Both	Attend, SpEd, F/R, ELL
Whitney Roberts	Counselor, Eng. & Manufacturing Academy	Both	Attend, Grad, ELL,
Shelby McCorkle	Counselor, Business Academy	Both	Attend, Grad, F/R,
Amy Cowles	Counselor, Health Services Academy	Both	Attend, Grad, SpEd,
Tyler Colyer	Counselor, Public Service Academy	Both	Attend, Grad, Asian,
Katie Cook	Academic Intervention Coordinator	Both	Grad, ELA, Math, SpEd
Amy Goodpaster	PRIDE Lead, Freshman Academy Lead	Both	Attend, Math, SpEd,
Mike Pepa	Business Academy Lead	Both	Attend, Grad, Math , SpEd
Eric Robinson	Health Services Academy Lead	Both	Attend, Grad, Math,
Zach Anderson	Eng. & Manufacturing Academy Lead	Both	Attend, Grad, ELL, SpEd
Derrick Ledbetter	Public Services Academy Lead	Both	Attend, Grad, SpEd , ELL
Becky Shafer	Special Education Department Chair	Both	Attend, Grad, SpEd,
Shadd Clarke	Math Department Chair	Both	Math, Grad
Stephanie Soper	English Department Chair	Both	ELA, Grad

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involve alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision

Our vision is to become nationally recognized as a premiere provider of education by serving as the bridge connecting stakeholders to ensure allstudents are college and career ready.

School Vision

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

District Mission

Greater Clark County Schools will prepare students for lifelong success.

School Mission

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

District Goals

GCCS will increase the % of students reading at or above grade level to 75%.
GCCS will increase the % of students performing in math at or above grade level to 75%.
GCCS will increase the % of students with zero office referrals by 2%.
GCCS will increase student attendance to 96%.

Does the school's vision support the district's vision?	Yes
Does the school's mission support the district's mission?	Yes
Do the school's mission and vision support district goals?	Yes

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

N/A

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. <u>Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance.</u> After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not <u>essential</u> for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Reading	9-12	Independent Novels	Yes	1	Novels aligned to IDOE suggested reading lists for appropriate grade levels	Yes	☒
English/Language	9-12	Pearson	Yes	1	Textbooks and resources aligned to the IDOE core reading program	Yes	☒
Math	9-12	McGraw-Hill	Yes	1	Textbooks and resources aligned to the IDOE core math program	Yes	☒
Social Studies	9-12	Savvas US History, Pearson, Magruder	Yes	1	Textbooks and resources aligned to the IDOE core Social Studies program	Yes	☒
Science	9-12	Scott Foresman, Savvas	Yes	1	Textbooks and resources aligned to the IDOE core Science program	Yes	☒
Sequencing Guides	9-12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the Indiana Academic Standards	Yes	☒
Math	9-12	Balanced Math	Yes	1	Framework for culturally responsive teaching	Yes	☒
Reading/Writing	9-12	Guided Reading & Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	☒
Music, Choir, BAnd	9-12	Open Source	Yes	1,2	Resources are aligned to IDOE standards	Yes	☒
Physical Education	9-12	Open Source	Yes	1	Resources are aligned to IDOE standards	Yes	☒
World Language	9-12	Vista	Yes	1	Aligned to IDOE and National Standards	Yes	☒
Place link here (if necessary) ->		chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://jhs.gccschools.com/wp-content/uploads/2023/02/JHS-Course-Guide-2023-2024.pdf					

Core Element 1: Curriculum [Required for all]   *continued*

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	☒
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	☒
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	☒
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	☒

The public may view the school's curriculum in the following location(s):
GCCS Curriculum is aligned with state standards. Curriculum information is located in the main office as well as on the schools Learning Management Systems pages. The INSIP plans will also be posted on the district's website and the school's website.

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	☒
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	☒
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	☒
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	☒
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	☒
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	☒
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	☒
Instructional strategies foster active participation by students during the instructional process.	Yes	☒
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	☒
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	☒
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	☒
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	☒
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	☒
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	☒

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Students who do not meet grade level mastery are provided tiered intervention to support learning deficits. Students who do not pass ILEARN, IREAD, standardized assessments, and formative assessments participate in remediation during the school day, after school programs and/or summer instruction. Supplemental programs are monitored and evaluated with assessments. Student grades and report cards are aligned with Indiana Academic Standards and ILEARN as evidenced by correlations of student grades with ILEARN scores. The interventions that will address critical areas will include: tiered small group instruction (IMPACT Groups), extended school year, and after school programming options. Academic Improvement Coordinators and district coaches provide remediation resources as well as professional development to enhance instructional practice. Centerstone is contracted to provide Social and Emotional support to students to optimize learning. All students participate in a 30 – minute IMPACT session daily for enrichment or intervention, in addition to the 90 – minute reading and math blocks. Students are pulled out as necessary and as required by his/her IEPS/ILPs for smaller group and individualized instruction in reading/language arts and math. Special needs and ELL students receive services through inclusion in science and social studies.

Core Element 3: Assessment [Required for all]

List the assessments used <u>in addition to</u> the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment **(benchmark, common formative [CFA], or summative) and a brief rationale for their use**. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	9	Other	Used to determine students instructional needs to enhance academic performance	Yes	☒
ASVAB	11th & 12th	Other	Aptitude test for potential for success for military	Yes	☒
PSAT/SAT	9-1	Summative	Will be used for all 9th/10th/11th grade for accountability and to measure college and career readiness	Yes	☒
Daily Math Review	9-12	CFA	Assessment system based on student data	Yes	☒
Daily Language Review	9-12	CFA	Assessment system based on student data	Yes	☒

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	☒
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	☒
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	☒

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Greater Clark is a 1:1 district and all students k – 12 will have access to a Chromebook device. GCCS uses technology to create authentic learning experiences and to empower all learners to take ownership of his/her own learning. Teachers and students leverage tools like interactive whiteboards, Activinspire, Chromebooks, Google Classroom, Google Apps for Education, online textbook resources, Symbaloo, EasyTech, Remind, Class Dojo, Exact Path, and more in partnership with our sequencing maps to support student learning and teacher clarity. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, Computer Science, College and Career Readiness frameworks.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes	☒
A plan is in place to provide in-service training in the use of technology.	Yes	☒
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	☒
There are established procedures for maintaining technology equipment.	Yes	☒
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	☒

Core Element 5: Career Awareness and Development [Required for all]

Grades 9-12 only

What career awareness activities are provided for students?			
☐	Not currently implementing career information activities.	☒	Career-related courses
☒	Job-site tours	☒	Career Day/Fair or Community Day
☒	Guest speakers	☐	
☒	Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	☐	
☒	Industry-related Project-Based Learning	☐	
☒	Online career navigation program	☐	
☒	Job shadowing	☐	

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	☒
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	☒
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	☒
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	☒
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	☒
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	☒
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	☒
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	☒

Briefly answer the following: What practices are in place to maintain a safe environment?

- Media Statements and inquires need to be made to the principal/ Superintendent's Office.
- All entrances are locked and monitored with an A – phone system during the school day.
- Visitors should report to the office. Staff report to the office if they see someone without a badge.
- All classes should use caution when exiting/entering the building to and from recess or any other outdoor activity.
- Students should not be in the hallway without appropriate pass.
- All staff members wear a badge daily. If a visitor is seen in the building without a visitor's badge, they are directed to the office to sign in.
- Personnel are assigned to designated areas in the AM to supervise students entry into the building and to class.
- In the case of a fire, tornado drill, or school evacuation, staff members take an attendance roster and emergency cards to ensure you know where all of your students are located.
- Classroom Doors remained locked during the school day and doors are not to be propped open.
- Partnerships with local law enforcement and fire departments to optimize overall safety of all students and staff
-

REPORTING PROCEDURES
1. Bullying report to the office.
2. Child Abuse or Neglect staff report to hotline immediately 1 (800) 800-5556
   o Inform administrator and request case # from the hotline and give to administrator before you leave for the day
3. Staff are trained to immediately call the office and report manmade occurrence: A student needs shelter, Threat by Student, Possible Weapon on School Grounds, Possible Bomb Threat, Drugs Usage or Drugs on School Grounds, Gang Activity Power Outage, Water Advisory or Outage.
4. Safe Crisis Teams are in place in all schools.

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the check boxes below.

☒	American Indiana/Alaskan Native	☒	English Language Learner	☒	Multiracial
☒	Asian	☒	Free/Reduced Lunch	☒	Native Hawaiian or Other Pacific Islander
☒	Black	☒	Hispanic Ethnicity	☒	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Our district and school strives to create a culturally sensitive environment where all students can succeed. Our mission, vision, and belief statements support a nurturing environment where all students feel safe and respected, and provide all children a challenging curriculum in both academic and social skills. Specific subgroup challenges for our school are addressed through content benchmark goals, which are implemented through IMPACT intervention and individualized instruction on a daily basis. Our district is part of a Universal Design for Learning grant through Indiana University. Teachers are being trained and cultural diversity strategy training is included as a component of this work. We have a few pilot schools in the district and our hope is to continue to expand this work and strengthen the capacity of all staff.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.

We will provide strong equitable access to strong, challenging school experiences. This will start by assessing our school culture and climate and building a culture of high expectations and achievement for all students.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

We work on a regular basis to provide resources and trainings on Culturally Responsive Teaching. The focus emphasizes cultural ways of learning and cognition. Affirmation of students' cultural roots comes through incorporating deep cultural values and cultural ways of learning (using memory systems of the brain, organizing around social interaction (collectivism), and combining oratory skills with academic talk. We will work with district resources to train teachers in Culturally Responsive teaching strategies by defining what culture is and understanding the myths surrounding Culturally Responsive teaching as well as the proven strategies that provide cultural representation in relevant ways with the curriculum. We will also train teachers in unconscious bias protocols that will enable teachers to become aware of and recognize their own biases when interpreting behavior in the classroom so they can be more culturally responsive.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
We strive to follow guidelines for improving English Language Arts and Mathematics materials for English learners by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across a curriculum, in units, and in lessons so that English learner students can access and engage in grade-level content.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year.   **Last year:** 303   **Two years ago:** 306   **Three years ago:** 244

What may be contributing to the attendance trend?

  Attendance continues to be impacted by COVID-19 as well as economic hardships facing the families of Jeffersonville High School students. Our Free and Reduced Lunch population is at an all time high of 56.9% (1231 students), with a number of these students needing to work to support their family or need to assist with child care while their parent or guardian works to support the family.

What procedures and practices are being implemented to address chronic absenteeism?

We believe that student achievement improves with regular attendance and parent involvement. The school principal and leadership team have established attendance goals that include strategies and schedules to maximize attendance and instructional minutes within each day. We are striving to reach our attendance goals through the following steps and support:

- Average daily attendance data are monitored and discussed with teacher teams weekly
- We utilitze the parent attendance legal notice and Truancy affidavits.
- Incentives are offered to shape good attendance habits

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Attendance data is reviewed regularly by the PRIDE and Building Leadership Teams with administration to recognize trends and plans are implemented to address families who may need support.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	☒
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	☒

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

Jeffersonville High School values and encourages parent/family participation and engagement. In addition to the new Unified Classroom aspect of PowerSchool which allows real-time parent views of student progress, teachers keep logs of the contacts made with their students' parents/guardians throughout the year with the expectation that frequent communication becomes the norm. Various opportunities to attend special school events are made available to parents each year. These include a Back to School Night prior to the first student day with a Freshman Orientation preceding this, an evening College & Career Fair which allows parents and students to explore various offerings from each representative in attendance, meetings with counselors for explaining and completing FAFSA applications, a Prosser Open House on the New Albany campus, Academy Team contacts and conferences, Academy Showcases, and email/voicemail messaging for important events. Band and athletics continue to utilize Parent Booster Clubs to support and bolster their programs, and the Purdue Gear Up initiative invites parents/families into the school once a month for STEM activities and a free meal.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Family surveys are utilized to determine how to provide more opportunities for parents to contribute to their child's learning. The district website provides a link for parents to express ideas, concerns, or suggestions.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?.

Parent contact includes early phone calls and email messages pertaining to attendance and the work that is being done. Parents will be invited to visit with the students as they work before, during, or after school to finish homework, improve grades, and master key concepts. An electronic parent newsletter will provide more information about GearUp Tutoring and other opportunities for students to access more assistance and support. The Unified Classroom allows parents the ability to see their child's attendance daily.

How do teachers and staff bridge cultural differences through effective communication?
The staff promotes equity by striving to make all parents feel welcome, accepted, and protected against discrimination. We continue to learn and wotk on how to eliminate bias in our systems and interactions through professional development.

Core Element 10: Provision for Secondary Schools

How do course offerings allow all students to become eligible to receive an academic honors diploma?

Jeffersonville High School strives to provide all students with a diverse education in a safe, supportive environment that promotes self – discipline, motivation, and excellence in learning. Our high school meets the needs of all students by providing them with a diverse curriculum that allows students' to earn an Academic Honors Diploma, Associates Degree, Technical Honors Diploma or the Core 40 Diploma.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

Jeffersonville High School offers three diploma tracks; Academic Honors Diploma, Technical Honors Diploma and Core 40. Greater Clark County schools, in partnership with Ford Next Generation Learning, implemented wall-to-wall Career Academies during the 2018-2019 school year, which offers a focused curriculum plan related to four areas: Public Service, Business and Entrepreneurship, Engineering and Advanced Manufacturing, and Health Services. These academies serve to create Small Learning Communities within the larger school which, coupled with the Freshman Academy, provide teams of teachers and staff dedicated to ensuring students are supported, affirmed, guided and directed through a pathway that leads to College and Career Readiness. Through this initiative, students directly benefit from a transformation of teaching and learning, a transformation of the secondary school experience, and a transformation of business and civic engagement, which forges a strong partnership with community stakeholders. 96.8

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

All students are enrolled in the Freshman Seminar course during their 9th grade. This class focuses on introducing and promoting each of the High School's academic opportunities and advises students on the best fit for them based on interest inventories.

Graduation rate last year: 97%   **Percent of students on track to graduate in each cohort:** 2026- 95%,   2025- 94.8%,   2024- 93%

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funds and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

Federal Programs (Title I, II, III, and IV) as well as the various Cares/ESSER Act dollars (I,II, and III) will be coupled with instructional services (staff development), technological services, student services, Special Education funding and various business partnerships to improve the academic achievement of all students. In addition, Title I professional development funding and staffing support will be used to support the SWP/School Improvement plan.

Provide a list of programs that will be consolidated under the schoolwide plan *(if applicable).*

Not Applicable

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Greater Clark has been able to increase our preschool capacity within the district to well over 200 students with plans for even greater expansion. Our preschool teachers work collaboratively with our kindergarten teachers and academic coaches to provide developmentally appropriate curriculum and instruction for our earliest learners. Our district works collaboratively with other community early childhood programs to share our resources and to ensure kindergarten readiness to all incoming students. We support parents through a program called Camp Kindergarten to help students and parents prepare children socially, emotionally, and physically for kindergarten expectations and programming. In the spring, Camp Kindergarten visits and screenings are scheduled to assist in a smooth transition. All area preschools are notified and invited to attend. IEPs for special needs students transitioning to kindergarten from Head Start are communicated though conferences. We work to maintain a PTQ level 3 in our preschool classrooms and are striving for a level 4.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

Greater Clark County Schools is actively recruiting and attending job fairs across the state to attract highly qualified teachers. We have open interview nights where candidates are free to attend and interview with multiple members of our human resource department and district leadership. We have cohorts run through local universities to provide advanced course work options for our teachers. We have created and conducted an action plan to interview in the early spring to secure the top teacher candidates. We also conduct "mock" interviews with local universities to get a preview of upcoming graduates. We maintain agreements with several universities across the state to supervise student teachers throughout their educational course work in our schools.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
Link: https://docs.google.com/document/d/1rTVvUGVNKh4NnwsmmSpwbqIIKrMegjbi_jMzzF8KAdM/edit?usp=sharing		

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.**

General Academic		Specific Student Groups				General School Data	
☒	Statewide Assessments	☒	Statewide Assessment Data	☒	ELL Assessment(s)	☒	Attendance*
☐	Federal (ESSA) Data	☐	Federal (ESSA) Data	☒	Individual Education Plans (IEPs)	☒	School Discipline Reports*
☒	Districtwide Assessments	☒	IAM Assessment	☒	Individual Learning Plans (ILPs)	☐	Bus Discipline Reports*
☐	Dyslexia Assessments	☐	Aptitude Assessment(s)	☒	Staff Training	☐	Surveys (parent, student, staff) *
☐	Common Formative Assessments	☐	Special Education Compliance Rpt	☐	Aptitude Assessment (e.g. CogAT)	☒	Daily Schedule Configuration
☒	PSAT/SAT/ACT	☒	Subgroup Assessment Data	☐	Current High Ability Grant	☒	*Including student subgroups
List or Link Other Data Sources Below							
Link -> https://docs.google.com/document/d/1IRbiVLGaIi9DjBCYnIw4BhYDM_fTaBJ5o9FggTHg7f8/edit?usp=sharing				Link -> **https://docs.google.com/spreadsheets/d/1noRbUhOtNj46nN-Gu0lnLp4ZzvbzTRX7DWYCMasHTLs/edit?usp=sharing**			

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

> **Do these issues significantly impact our current school goals as strengths or problems?**
> **Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?**

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **All** schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Jeffersonville High School Data Dashboard:

 https://docs.google.com/spreadsheets/d/1noRbUhOtNj46nN-Gu0lnLp4ZzvbzTRX7DWYCMasHTLs/edit?usp=sharing

Goal 1   **Measurable outcome met?** No
By Spring 2023, 50% of students in grade 10, will meet the national average in English/Reading/Writing proficiency as measured by the PSAT.

If goal was met, how will the school further improve or sustain this level of performance?   N/A

If the goal was not met, should the school continue to work toward this goal? Yes

Jeffersonville High School will continue to implement the Teacher Clarity process by effectively unwrapping standards and developing Success Criteria to improve student outcomes. Teachers will work collaboratively in PLCs and departments to strengthen Learning Intentions and Success Criteria aligned to Indiana State standards as well as data from common learning checks, and common writing assessments scored using the 6/4 rubric to drive instruction to continue to improve the English/Reading/Writing skills of our students.

Goal 2   **Measurable outcome met?** No

By Spring 2023, 50% of students in grade 10, will meet the national average in Mathematics proficiency as measured by the PSAT.

If goal was met, how will the school further improve or sustain this level of performance? N/A

If the goal was not met, should the school continue to work toward this goal? Yes

Jeffersonville High School will continue to implement the Teacher Clarity process by effectively unwrapping standards and developing Success Criteria to improve student outcomes. Teachers will work collaboratively in PLCs and departments to strengthen Learning Intentions and Success Criteria aligned to Indiana State standards as well as data from common learning checks, and common constructive response samples to drive instruction to continue to improve the Mathematical skills of our students.

Goal 3   **Measurable outcome met?** No

By Spring 2023, the Attendance Rate will surpass 90%.

If goal was met, how will the school further improve or sustain this level of performance? N/A

If the goal was not met, should the school continue to work toward this goal? Yes

Jeffersonville High School PRIDE committee will continue to meet weekly do review attendance data and the impact attendance incentives had on daily attendance. Each Jeffersonville High School Academy will meet biweekly to review attendance data and to place students in Tier II and III interventions.

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:
1) Are our current goals still areas where improvement is needed immediately?
2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.
Here's an **example** of how a committee member might explain the gap analysis process:

> *During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final column.*

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an education-al atmosphere conducive to	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in	X	1

learning and personal well-being.   *respectively. Survey: 45% of students*   *suspensions and expulsions has increased.*
                                            do not feel safe at school.

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
By Spring 2024 at least 50% of students in grade 10 will meet the benchmark in PSAT Evidenced Based Reading and Writing as measured by the State of Indiana.	Yes	According to data collected from the PSAT reports from 2022/23, 43% of Jeffersonville High School students scored at or above the national benchmark average in EBRW. **PSAT Pass Rate for EBRW** 2021 — 244/499 51% 2022 — 271/502 54% 2023 — 253/583 43%	Jeffersonville High School is committed to providing a learning environment that provides daily opportunities for students to engage in rigorous assignments and assessments with critical thinking questions and writing opportunities aligned to state standards. The use of Success Criteria will drive instruction while frequent checks for understanding and assessments will be used and studeny work will be examined and feedback provided. With 57% of JHS students scoring below the benchmark on EBRW PSAT in 22/23, these enhanced practices in Teacher Clarity will allow us to provide support and tiered interventions throughout the school year.	☒	1
By Spring 2024 at least 50% of students in grade 10 will meet the benchmark in PSAT Mathematics as measured by the State of Indiana.	Yes	According to data collected from the PSAT reports from 2022/23, 17.9% of Jeffersonville High School students scored at or above the national benchmark average in Mathematics. **PSAT Pass Rate for Mathematics** 2021 — 125/499 25% 2022 — 146/502 29% 2023 — 104/583 18%	Jeffersonville High School is committed to providing a learning environment that provides daily opportunities for students to engage in rigorous assignments and assessments with critical thinking questions and mathematical computation aligned to state standards. The use of Success Criteria will drive instruction while frequent checks for understanding and assessments will be used and student work will be examined and feedback provided. With 82% of JHS students scoring below the benchmark in Mathematics PSAT in 22/23, these enhanced practices in Teacher Clarity will allow us to provide support and tiered interventions throughout the school year.	☒	2

By Spring 2024 attendance at Jeffersonville High School will surpass 90%.	Yes	The attendance rate improved to 86.8% (+1% from 21/22) for the 2022-23 school year. The committee examined data and discovered chronic absenteeism is dispersed among all subgroups. **https://indianagps.doe.in.gov/Summary/School/3416**	Jeffersonville High School is committed to providing all students with more opportunities to become successful. Data indicates that 14% of our students are not attending school regularly, impacting academic performance for these students. While our attendance rate improved slightly (+1%) this past school year, the lingering habits developed from the pandemic still create challenges when attendance is concerned. The PRIDE team will continue to implement attendance incentives and criteria aligned to district policy, while allowing student input on the incentives they deem the most appealing.	☒ 3

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.
A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found HERE. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
Students require basic English/Reading skills upon graduation from high school. The College and Career Readiness Benchmarks for the current PSAT predict a 75% likelihood of achieving a "C" or higher in related first-semester, credit-bearing college courses. The benchmarks are set at the section level, so there is a benchmark for Evidence-Based Reading and Writing that is set at 430.	**Why are 57% of our students not meeting the PSAT benchmarks in English/Reading?** 1. Professional development does not differentiate between high performing instructors and low performing instructors. 2. Remediation has focused on low performing groups while not targeting students who were within 20 points over or under the benchmark. 3. Reteaching is not provided for all at risk students during IMPACT 4. BLT has not utilized data to identify and plan for differentiate PD for the spectrum of teachers
Students require basic Mathematical skills upon graduation from high school. The College and Career Readiness Benchmarks for the current PSAT predict a 75% likelihood of achieving a "C" or higher in related first-semester, credit-bearing college courses. The benchmarks are set at the section level, so there is a benchmark for Evidence-Based Reading and Writing that is set at 480.	**Why are 82% of our students not meeting the PSAT benchmarks in Mathematics?** 5. Professional development does not differentiate between high performing instructors and low performing instructors. 6. Remediation has focused on low performing groups while not targeting students who were within 20 points over or under the benchmark. 7. Reteaching is not provided for all at risk students during IMPACT 8. BLT has not utilized data to identify and plan for differentiate PD for the spectrum of teachers
When students attend school, there are more opportunities provided for students to become successful, academically and socially.	**Why are 14% of our students not attending school regularly?** 1. Lack of education being a priority for some families 2. The economy has forced some students to work to help support their family. 3. Academic and social challenges often lead to disengagement and chronic absenteeism 4. Students lack the motivation to come to school regularly.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan.
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low-Income Schools	

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed. **SAMPLE BELOW.**

GOAL 1	By Spring 2024, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15		May 25
Evidence at Checkpoints	Math scores on interim test.	Math scores on interim test.		Math scores on interim test.
Evidence- Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children*, vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240.			**PD needed** ☑
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August, 2021- May, 2022	Leadership Team, Math Department Chairs	85% of teachers implement blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr 2 Measurable Objective	By Spring 2025, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr 3 Measurable Objective	By Spring 2026, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

Paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE>

https://docs.google.com/document/d/1F72BXKGyhMcVlUvF7bE6MgkVQIg1FYHW/edit?usp=sharing&ouid=112553488808928844369&rtpof=true&sd=true

GOAL 1	By Spring 2024, 55% of students in grade 10, will meet the national average in English/Reading/Writing proficiency as measured by the state of Indiana in Evidenced-Based Reading Writing (EBRW) skills as measured by the PSAT.		
Data Checkpoints (dates)	September 29, 2023	December 15, 2023	March 15, 2024
Evidence at Checkpoints	**Analyzing data from learning checks during PLCs (2 per Qtr)**	**Analyze data from common writing assessment for each grade level as scored using the 6/4 rubric.**	Disaggregate and analyze PSAT data.
Evidence- Based Strategy 1	**Implement the Teacher Clarity process by effectively unwraping standards and developing success criteria to improve student outcomes.** Fisher, D., Frey, N., Amador, O. and Assof, J. (2019) The Teacher Clarity Playbook A Hands on Guide to Creating Learning Intentions and Success Criteria for Organized Effective Instruction. Corwin		**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers and staff will work collaboratively in PLCs and Department meetings to strengthen the Teacher Clarity process by learning to identify the necessary skills and concepts, developing Learning Intentions, and establishing Success Criteria.	August 2023-May 2024	JHS administration, Building Leadership Team, English Department.	100% of English teachers will participate in the department meetings, utilize resources to develop effective lessons and achieve improved outcomes as evidenced by student data.
Action Step 2	PLCs will utilize the Indiana Academic Standards and pacing guides to align and implement Learning Intentions ad Success Criteria to improve Tier 1 instruction in all ELA classrooms.	July 2023-May 2024	English PLCs	100% of English teachers will participate in PLC meetings and ensure standards are aligned with Learning Intentions and Success Criteria. 75% of students will improve each quarter as evidenced by assessment data.
Action Step 3	Admin. team will ensure learning intentions and success criteria are developed and implemented effectively with fidelity through consistent classroom walkthroughs.	August 2023-May 2024	Administration Team	JHS Administration Team will conduct timely and consistent quarterly walkthroughs to identify the implementation of effective learning intentions and success criteria and provide effective feedback in SFS.
Yr 2 Measurable Objective	By Spring 2025, 63% of students in grade 10, will meet the national average in English/Reading/Writing proficiency as measured by the PSAT.			
Yr 3 Measurable Objective	By Spring 2026, 65% of students in grade 10, will meet the national average in English/Reading/Writing proficiency as measured by the PSAT.			

GOAL 2	By Spring 2024, 25% of students in grade 10, will meet the national average in Mathematics proficiency as measured by the state of Indiana on the PSAT.		
Data Checkpoints (dates)	September 29, 2023	December 15, 2023	March 15, 2024
Evidence at Checkpoints	**Analyzing data from learning checks during PLCs (2 per Qtr)**	**Constructive Response Questions**	**Disaggregate and analze PSAT data**

Evidence- Based Strategy 1	**Implement the Teacher Clarity process by effectively unwraping standards and developing success criteria to improve student outcomes**. Fisher, D., Frey, N., Amador, O. and Assof, J. (2019) The Teacher Clarity Playbook A Hands on Guide to Creating Learning Intentions and Success Criteria for Organized Effective Instruction. Corwin		**PD needed** ⊠

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers and staff will work collaboratively in PLCs and Department meetings to strengthen the Teacher Clarity process by learning to identify the necessary skills and concepts, developing Learning Intentions, and establishing Success Criteria.	August 2023-My 2024	JHS administration, Building Leadership Team, Math Department.	100% of Math teachers will participate in the department meetings, utilize resources to develop effective lessons and achieve improved outcomes as evidenced by student data.
Action Step 2	PLCs will utilize the Indiana Academic Standards and pacing guides to align and implement Learning Intentions ad Success Criteria to improve Tier 1 instruction in all Math classrooms.	August 2023-My 2024	Math PLCs	100% of Math teachers will participate in PLC meetings and ensure standards are aligned with Learning Intentions and Success Criteria. 75% of students will improve each quarter as evidenced by assessment data.
Action Step 3	Admin. team will ensure learning intentions and success criteria are developed and implemented effectively with fidelity through consistent classroom walkthroughs.	August 2023-May 2024	Administration Team	JHS Administration Team will conduct timely and consistent quarterly walkthroughs to identify the implementation of effective learning intentions and success criteria and provide effective feedback in SFS.

Yr 2 Measurable Objective	By Spring 2025, 30% of students in grade 10, will meet the national average in Math proficiency as measured by the PSAT.
Yr 3 Measurable Objective	By Spring 2026, 35% of students in grade 10, will meet the national average in Math proficiency as measured by the PSAT.

GOAL 3	By Spring 2024, the attendance rate at Jeffersonville High School will surpass 90%.			
Data Checkpoints (dates)	September 29, 2023	December 15, 2023		March 15, 2024
Evidence at Checkpoints	Attendance Data for Q1	Attendance Data for Q1 and S1		Attendance Data for Q3
Evidence- Based Strategy 1	**Using Positive Reinforcement through our PRIDE program to shape attendance. Allensworth, E., and Easton, J. q. (2005). The On-Track Indicator as a Predictor of High School Graduation. Chicago: Consortium on Chicago School Research.**			**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Accurate attendance record keeping by classroom teachers.	July 26-May 24	Teachers, Attendance Clerk, JHS administration	Weekly Powerschool data reports and audits by attendance clerk to ensure accurate attendance is being recorded by 100% of teachers.
Action Step 2	Student meeting with each grade level at the beginning of the school year to outline attendance criteria and promote the PRIDE incentives students may earn by meeting this criteria.	July 27 (10th grade and 9th grade meeting) July 28 (11th grade and 12th grade meeting)	Principal	75% of students who attend the grade level meeting will qualify for the PRIDE attendance incentives offered 3 times each grading period. 80% of students in grades 11 and 12 will meet the attendance criteria, established for the school year, to qualify for the PROM.
Action Step 3	Communication with parents/guardian outlining the PRIDE incentives and the criteria to earn the incentives as well as attend dances and field trips.	July 31 and January 2	Principal	75% of students will qualify for the PRIDE attendance incentives, offered 6 times each semester, through collaborative efforts between school and home. Robo call's will be sent home at the beginning of each semester outlining the criteria for the PRIDE incentive program including the attendance criteria as well as regular communication using multiple platforms to share attendance criteria.
Action Step 4	**PRIDE incentive program** Attendance incentives have been developed through our PRIDE committee. These attendance incentives align to the GCCS attendance policy. Semester 1 incentives require students to have fewer than 4 unexcused absences and Semester 2 incentives require 10 or less unexcused absences to participate.	July 31	Administration, PRIDE committee, teachers	Incentives will be offered throughout the school year, at least 3 times each quarter, with academic, attendance and behavior criteria aligned to it. Attendance data will be collected and analyzed to assess the effectiveness of the incentive on student attendance.
Yr 2 Measurable Objective	By Spring 2025, Jeffersonville High School's attendance rate will surpass 92%.			
Yr 3 Measurable Objective	By Spring 2026, Jeffersonville High School's attendance rate will surpass 93%.			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that is has an immediate impact of some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	The Jeffersonville High School leadership team will work collaboratively in PLC's to provide on-going training on implementing the Teacher Clarity process by effectively unwrapping standards and developing success criteria. We will focus on developing Learning Intentions, providing critical thinking questions and writing opportunities on day to day assignments and assessments when establishing Success Criteria.	**Linked SIP Goals** ☒
Possible Funding Source(s)	No funding required	
Evidence of Impact	We will use data from common writing assessments for each grade level using the 6/4 rubric, analyze data from learning check given twice a quarter as well as PSAT data. We will also use data from our formal and informal observtions of teachers to ensure Learning Checks and Success Criteria are developed and implemented effectively with fidelity through consistent classroom walkthroughs.	

Plan for coaching and support during the learning process:
The Jeff High Administrative team along with the building leadership team will provide on-going professional development to strengthen the Teacher Clarity process. Building Leadership team members will collaborate one-on-one with newer staff to model and guide this implementation process through mentoring opportunities and in our Red Devil University.

How will effectiveness be sustained over time?

The Jeff High School Building Leadership Team will meet the first Monday of each month to analyze data and monitor fidelity of implementation to determine Professional development needs. During formal and informal observations, conferences with teachers will be held to ensure implementation goals are being met.

Professional Development Calendar

https://docs.google.com/document/d/1F72BXKGyhMcVlUvF7bE6MgkVQIg1FYHW/edit?usp=sharing&ouid=112553488808928844369&rtpof=true&sd=true

Professional Development Goal 2	Jeff High School will create common assessments aligned to PSAT and SAT in order to monitoring student's progress towards mastery of the power standards.	**Linked SIP Goals** ☒
Possible Funding Source(s)	No funding required	
Evidence of Impact	We will use data from learning checks, common writing and math assessments, and PSAT9 & 10. We will also use data from our formal and informal observations of teachers to determine success.	

Plan for coaching and support during the learning process:
Teachers will participate in biweekly PLC meetings where data will be analyzed to ensure standards are aligned with Learning Intentions and Success Criteria. Student data from common assessments will be tracked to determine growth and the potential need for intervention.
Bi-weekly administrative walkthroughs with immediate feedback to identify and work with teachers who are struggling to implement best practices.
Teacher clarity will be supported during department, academy and faculty meetings each month as well as weekly Red Devil University meeting for new teachers.

How will effectiveness be sustained over time?
The Jeff High School Building Leadership Team will meet the first Monday of each month to analyze data and monitor fidelity of implementation to determine Professional development needs. During formal and informal observations, conferences with teachers will be held to ensure implementation goals are being met. PLC meetings will be attended to ensure teachers continue working to unpack the standards, develop strategies and review student work, consistently.

Professional Development Calendar

https://docs.google.com/document/d/1F72BXKGyhMcVlUvF7bE6MgkVQIg1FYHW/edit?usp=sharing&ouid=112553488808928844369&rtpof=true&sd=true

Professional Development Goal 3	PRIDE/SEL practices, will be utilized daily in the classroom to target and track attendance and behavior data by implementing positive behavior incentives and supports. We will develop attendance incentives aligned to the district attendance policy. Attendance data will be collected and analyzed to assess the effectiveness of the incentive on student attendance.	**Linked SIP Goals** ☒
Possible Funding Source(s)	PRIDE and GCCS funding	
Evidence of Impact	Attendance will improve by offering incentives, in chunked time frames of at least 3 times per quarter, to shape attendance behavior. Weekly Academy meetings will identify students immediately who have missed more than 2 unexcused absences and immediate tier II interventions will be employed.	

Plan for coaching and support during the learning process:

PRIDE committee planning and data sharing. Academy meeting where attendance data is reviewed for each child who fits the criteria of chronicly absent or potentially moving toward being chronically absent. Data share out with staff on effectiveness of Attendance Incentive.

How will effectiveness be sustained over time?

Student attendance will be tracked, weeky, as well as behavior and grades. This data is shared at the weekly Academy meetings.

Professional Development Calendar

https://docs.google.com/document/d/1F72BXKGyhMcVlUvF7bE6MgkVQIg1FYHW/edit?usp=sharing&ouid=11255348880892844369&rtpof=true&sd=true