

School Name

School Number

Street Address

City

Zip Code

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2024 -2027

----- CONTACT INFORMATION -----

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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 required to submit a school improvement plan (SIP)? **All public and state-accredited nonpublic schools**

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

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

Who is required to use the Indiana Department of Education’s CNA template? **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. <input checked="" type="checkbox"/>	This is a review/update of a plan currently in use. <input type="checkbox"/>
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. NO Is the school’s Title I program Schoolwide or Targeted Assistance ? * Choose an item. <i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- 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
Chelsea Jordan	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 all students 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. 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. 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 essential 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	<input checked="" type="checkbox"/>
English/Language	9-12	Pearson	Yes	1	Textbooks and resources aligned to the IDOE core reading program	Yes	<input checked="" type="checkbox"/>
Math	9-12	McGraw-Hill	Yes	1	Textbooks and resources aligned to the IDOE core math program	Yes	<input checked="" type="checkbox"/>
Social Studies	9-12	Savvas US History, Pearson, Magruder	Yes	1	Textbooks and resources aligned to the IDOE core Social Studies program	Yes	<input checked="" type="checkbox"/>
Science	9-12	Scott Foresman, Savvas	Yes	1	Textbooks and resources aligned to the IDOE core Science program	Yes	<input checked="" type="checkbox"/>
Sequencing Guides	9-12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the Indiana Academic Standards	Yes	<input checked="" type="checkbox"/>
Math	9-12	Balanced Math	Yes	1	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>
Reading/Writing	9-12	Guided Reading & Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Music, Choir, BAnd	9-12	Open Source	Yes	1,2	Resources are aligned to IDOE standards	Yes	<input checked="" type="checkbox"/>

Physical Education	9-12	Open Source	Yes	1	Resources are aligned to IDOE standards	Yes	<input checked="" type="checkbox"/>
World Language	9-12	Vista	Yes	1	Aligned to IDOE and National Standards	Yes	<input checked="" type="checkbox"/>
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]

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

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	<input checked="" type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	<input checked="" type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	<input checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	<input checked="" type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	<input checked="" type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	<input checked="" type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	<input checked="" type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	<input checked="" type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	<input checked="" type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	<input checked="" type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	<input checked="" type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	<input checked="" type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	<input checked="" type="checkbox"/>

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 in addition to 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	<input checked="" type="checkbox"/>
ASVAB	11 th & 12 th	Other	Aptitude test for potential for success for military	Yes	<input checked="" type="checkbox"/>
PSAT/SAT	9-1	Summative	Will be used for all 9 th /10 th /11 th grade for accountability and to measure college and career readiness	Yes	<input checked="" type="checkbox"/>
Daily Math Review	9-12	CFA	Assessment system based on student data	Yes	<input checked="" type="checkbox"/>
Daily Language Review	9-12	CFA	Assessment system based on student data	Yes	<input checked="" type="checkbox"/>

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	<input checked="" type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	<input checked="" type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	<input checked="" type="checkbox"/>

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 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	<input checked="" type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes	<input checked="" type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	<input checked="" type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes	<input checked="" type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	<input checked="" type="checkbox"/>

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

Grades 9-12 only (add others in blanks as necessary)

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

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	<input checked="" type="checkbox"/>
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	<input checked="" type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	<input checked="" type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	<input checked="" type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	<input checked="" type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	<input checked="" type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	<input checked="" type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	<input checked="" type="checkbox"/>

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

- Media Statements and inquiries 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/PM to supervise students entry/exit into and from 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
 - 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.

<input checked="" type="checkbox"/>	American Indiana/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial
<input checked="" type="checkbox"/>	Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander
<input checked="" type="checkbox"/>	Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White

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

Our district and school strive to create a culturally sensitive environment for students in prek – 12 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 was part of a Universal Design for Learning grant through Indiana University. Teachers were 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.

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 training 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.

Describe strategies for increasing educational opportunities and 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 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 all learners from various racial, ethnic, language-minority and socio – economic groups by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across all curricula, in units, and in lessons so that 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: 295

Two years ago: 303

Three years ago: 306

What may be contributing to the attendance trend?

Attendance continues to be impacted by habits of students and families from the pandemic 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% (1238 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 utilize 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 bi-weekly by the PRIDE and Building Leadership Teams with the administration to recognize trends. Plans are developed and implemented to address families who may need support.

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

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>

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 input and feedback is regularly collected through various communication platforms to determine how to provide more opportunities for parents to contribute to their child's learning. The district website and social media platforms provide a means 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 academy newsletter will provide more information about other opportunities for students to access more assistance and support. The PowerSchool Parent Portal 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 work on how to eliminate bias in our systems and interactions through professional development.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

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.

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: 96.5%

Percent of students on track to graduate in each cohort: 2025-94%, 2026-95%, 2027-96%

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

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	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input checked="" type="checkbox"/>	Attendance*
<input checked="" type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	School Discipline Reports*
<input checked="" type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)
<input checked="" type="checkbox"/>	Dyslexia Assessments	<input type="checkbox"/>	Aptitude Assessment(s)	<input checked="" type="checkbox"/>	Staff Training
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Special Education Compliance Rpt	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	PSAT/SAT/ACT	<input checked="" type="checkbox"/>	Subgroup Assessment Data	<input type="checkbox"/>	Current High Ability Grant
<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	Daily Schedule Configuration
<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	Surveys (parent, student, staff) *
<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	*Including student subgroups
List or Link Other Data Sources Below					
Link -> https://docs.google.com/document/d/1IRbiVLGalI9DjBCYnlw4BhYDM_fTaBJ5o9FggTHg7f8/edit?usp=sharing			Link -> https://docs.google.com/spreadsheets/d/1EaBiKfy_bKWTP3UL1jc_PTSvXCJUEkh8Ly8LJLrFtQU/edit?usp=sharing		

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

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.

Goal 1

Measurable outcome met? No

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.

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 use data to drive instruction as well as identify common errors as a way to improve the English/Reading/Writing skills of our students.

Goal 2

Measurable outcome met? No

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.

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 use data to drive instruction and identify key errors as a way to improve Mathematics proficiency in our students.

Goal 3

Measurable outcome met? No

By Spring 2024, the attendance rate at Jeffersonville High School 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 will continue to use data to implement strategies aimed to improve attendance and reinforce good attendance habits. Interventions will be implemented early and will be specific according to each student's needs.

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 Desired Performance Indicators Based on Prioritized Goals/Characteristics	2 Current Goal	3 Actual Performance Based on School Data	4 Brief Description Comparing Current Performance to Desired Performance	5 Gap	6 Priority
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>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 suspensions and expulsions has increased.</i>	X	1

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, 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.	Yes	<table border="1"> <thead> <tr> <th>PSAT Grade 10</th> <th>Fall 2023</th> <th>Fall 2022</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Met ERW Benchmark</td> <td>46%</td> <td>47%</td> <td>-1%</td> </tr> <tr> <td>Met Math Benchmark</td> <td>16%</td> <td>21%</td> <td>-5%</td> </tr> <tr> <td>Met Both Benchmark</td> <td>15%</td> <td>19%</td> <td>-4%</td> </tr> <tr> <td>Did NOT Met Either Benchmark</td> <td>53%</td> <td>51%</td> <td>-2%</td> </tr> </tbody> </table>				PSAT Grade 10	Fall 2023	Fall 2022	Difference	Met ERW Benchmark	46%	47%	-1%	Met Math Benchmark	16%	21%	-5%	Met Both Benchmark	15%	19%	-4%	Did NOT Met Either Benchmark	53%	51%	-2%	Jeffersonville High School desires an increase of 9% of students who will earn a score at or above the benchmark average in EBRW as measured by the State of Indiana. This increase would result in 55% of Jeffersonville High School students scoring at or above the State of Indiana benchmark average.	☒	1
PSAT Grade 10	Fall 2023	Fall 2022	Difference																									
Met ERW Benchmark	46%	47%	-1%																									
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Did NOT Met Either Benchmark	53%	51%	-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.	Yes	<table border="1"> <thead> <tr> <th>PSAT Grade 10</th> <th>Fall 2023</th> <th>Fall 2022</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Met ERW Benchmark</td> <td>46%</td> <td>47%</td> <td>-1%</td> </tr> <tr> <td>Met Math Benchmark</td> <td>16%</td> <td>21%</td> <td>-5%</td> </tr> <tr> <td>Met Both Benchmark</td> <td>15%</td> <td>19%</td> <td>-4%</td> </tr> <tr> <td>Did NOT Met Either Benchmark</td> <td>53%</td> <td>51%</td> <td>-2%</td> </tr> </tbody> </table>				PSAT Grade 10	Fall 2023	Fall 2022	Difference	Met ERW Benchmark	46%	47%	-1%	Met Math Benchmark	16%	21%	-5%	Met Both Benchmark	15%	19%	-4%	Did NOT Met Either Benchmark	53%	51%	-2%	Jeffersonville High School desires an increase of 9% of students who will earn a score at or above the benchmark average in Mathematics as measured by the State of Indiana. This increase would result in 25% of Jeffersonville High School students scoring at or above the State of Indiana benchmark average.	☒	2
PSAT Grade 10	Fall 2023	Fall 2022	Difference																									
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By Spring 2024, the attendance rate at Jeffersonville High School will surpass 90%.	Yes	<table border="1"> <thead> <tr> <th data-bbox="621 103 804 277">Student Attendance Rate</th> <th data-bbox="804 103 909 277">2021-2022</th> <th data-bbox="909 103 1014 277">2022-2023</th> <th data-bbox="1014 103 1136 277">2023-2024</th> <th data-bbox="1136 103 1293 277">Difference</th> </tr> </thead> <tbody> <tr> <td data-bbox="621 277 804 363"></td> <td data-bbox="804 277 909 363">85.8%</td> <td data-bbox="909 277 1014 363">86.8%</td> <td data-bbox="1014 277 1136 363">87.5%</td> <td data-bbox="1136 277 1293 363">0.70%</td> </tr> </tbody> </table>	Student Attendance Rate	2021-2022	2022-2023	2023-2024	Difference		85.8%	86.8%	87.5%	0.70%	Jeffersonville High School desires an increase of 2.5% of students who will attend school regularly. This increase would result in 90% of Jeffersonville High School students attending school regularly.	☒	3
Student Attendance Rate	2021-2022	2022-2023	2023-2024	Difference											
	85.8%	86.8%	87.5%	0.70%											

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)
<p>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.</p>	<p>1. Why are 53% of our students not meeting the benchmark on the EBRW section of the PSAT? Students are not learning the skills and standards to be proficient on the PSAT.</p> <p>2. Why are students not learning the skills and standards to be proficient? PSAT data suggest that students are struggling with written expression.</p> <p>3. Why are students struggling in the area of written expression? The content is not scaffolded to meet students where they are currently performing and to match the rigor of the PSAT/SAT assessment in the area of written expression.</p> <p>4. Why is the content not scaffolded to meet students where they are currently performing in written expression? Teachers are not planning scaffolding within the lessons. Content area literacy is not intentionally taught across the curriculum.</p> <p>5. Why are teachers not planning scaffolding and content area literacy within the lessons? Teachers may not be making data driven decisions to know where students’ current levels are to put scaffolding in place. They may also need training/refreshing on scaffolding techniques and teaching content area literacy through non-fiction across the curriculum.</p>

<p>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 Mathematical proficiency that is set at 480.</p>	<p>1. Why are 84% of our students not meeting the benchmark on the mathematics section of the PSAT? Students are not mastering the skills and standards to be proficient on the PSAT in math.</p> <p>2. Why are students not mastering the skills and standards to be proficient on the math portion of the PSAT? Students are not being exposed to the rigor of the PSAT during math class.</p> <p>3. Why are students not being exposed to the PSAT rigor on a regular basis? Students are not provided regular opportunities to persevere through problem solving and critical thinking on multistep problems.</p> <p>4. Why are students not provided opportunities to persevere through the problem-solving method to reach a solution on rigorous open ended multi step equations? Teachers fail to provide students the opportunity to practice rigorous multistep problems on a regular basis.</p> <p>5. Why are teachers not routinely providing opportunities for students to practice solving rigorous multistep problems? Teachers need to be provided training on problem solving methods. Once trained, they need to implement the method on a weekly basis in all math classes.</p>
<p>When students attend school, there are more opportunities provided for students to become successful, academically and socially.</p> <p>Why are 12.5% of our students not attending school regularly?</p> <ol style="list-style-type: none"> 1. Habits developed within families during Covid continue to have a huge impact on the attendance for students attending Jeffersonville High School. 2. Home visits were cancelled. 3. Parent Meetings were cancelled. 4. Academies did not recognize students consistently. 5. Social and Emotional learning was not consistently embedded in curriculum. 	<p>1. Why 12.5% of our students exceeding 10 days of absence? Families don’t see the impact of missing 10 or more days per year on academic success.</p> <p>2. Why do families not understand the impact of attendance on academic success? Families developed habits during Covid of having students maintain class participation through Google Classroom while absent for an extended period of time.</p> <p>3. Why do students and families believe that they can maintain class participation while not attending school regularly? Due to lack of participation and resources, informational parent meetings and home visits have been canceled.</p> <p>4. Why are lack of participation and resources impacting our communication with families? Academies are not tracking attendance data on a regular basis and starting communication with families to implement truancy prevention plans.</p> <p>5. Why are Academy teams not tracking and intervening on a regular basis? While Academies do a good job of tracking academic data, they often fail to collect attendance data and communicate with families. New attendance guidelines will help to ensure that attendance is tracked and communicated on a weekly basis</p>

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. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

School Improvement Plan

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

<https://docs.google.com/document/d/1F72BXKGYhMcVIUvF7bE6MgkVQIg1FYHW/edit?usp=sharing&ouid=112553488808928844369&rtpof=true&sd=true>

GOAL 1	By Spring 2025, 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)	October 4, 2024	December 20, 2024	March 14, 2025	
Evidence at Checkpoints	Mastery of curriculum in English 10/11/12 (grade of "C" or higher)	Disaggregate and analyze PSAT data as well as identify key errors.	Mastery of curriculum in Social Studies, Science and graduation pathway classes where constructive response questions are used.	
Evidence- Based Strategy 1	Student data will be utilized to drive instruction in the area of content literacy, evaluate effectiveness, and develop PD using the Data Wise process, Data Wise (Kathryn Boudett, Elizabeth City, Richard Murnane)			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going training for teachers and instructional support staff utilizing the Data Wise process. Jeff High School has had a teacher turnover rate of 30% since the last formal Data Wise training.	August 2024-May 2025	JHS administration, BLT members, Academy Leads, English Dept. Chair and Academy Coach.	100% of teachers implement lessons that are driven by student data as determined by administrative walk through and progress monitoring by academy data teams.
Action Step 2	The Building Leadership Team continue to implement and refine the JHS Pillars of Academic Instruction while subcommittees will work to align teaching and assessment to the PSAT in the area of written expression across the curriculum.	August 2024-May 2025	Academic departments, Administration, AIC and BLT	100% of English teachers will analyze student work samples, formative and summative assessments in regards to student performance on the constructive response items on each assessment.
Action Step 3	In house SAT bootcamp professional development for all teachers.	August 2024-May 2025	Administration, AIC, Teachers, BLT members	100% of Core Content Teachers will implement the developed SAT bootcamp to implement in each classroom.
Yr 2 Measurable Objective	By Spring 2026, 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 2027, 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 2025, 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)	October 4, 2024	December 20, 2024	March 14, 2025	
Evidence at Checkpoints	Mastery of curriculum in Algebra I & II, and Geometry 10/11/12 (grade of "C" or higher)	Disaggregate and analyze PSAT data as well as identify key errors in problem solving.	Mastery of curriculum in Science and pathway classes where numeracy skills are assessed and used.	
Evidence- Based Strategy 1	Student data will be utilized to drive instruction, evaluate effectiveness, and develop PD using the Data Wise process. Visible learning or teacher clarity, The Teacher Clarity Playbook (Fisher, Frey, Almarode, Barbee).			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Professional development and mentorship for math teachers and instructional support staff utilizing the Data Wise process. The Jeff High School math department has had a 50% teacher turnover due to retirements from the 2023-24 school year.	August 2024- May 2025	Administrators, Building Leadership Team members and the Math Department.	100% of math teachers implement lessons that are determined by student data, as determined by the administrative team and academy data teams. Data wise, teacher clarity
Evidence- Based Strategy 2	Implementing problem solving with multi-step, open ended items which includes rigorous multi-step constructed/open ended responses. Encourage student collaboration and discussion to promote shared understanding and problem-solving strategies. Utilizing <i>Five Easy Steps to a Balanced Math Program</i> (Jan Christianson) for Poster Method, <i>Kaplinisky Problem Solving Tasks</i> (Robert Kaplinsky), and <i>3-Act Tasks</i> for problem solving and open-ended response questions.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Subcommittee trained to assist teachers in aligning teaching and assessment to the PSAT. Math based subcommittees include: Daily Math Review, DMR and Application, and Data Analysis	August 2024- May 2025	BLT, Math Department, administration and teacher mentors	BLT will work with subcommittee's bi-weekly, to train teachers to analyze student work samples, specifically targeting constructive response items on each assessment. Administrative walkthroughs, classroom assessments, student work samples and exit slips will also be analyzed.
Action Step 2	SAT Bootcamp professional development (in house PD)	September 2024-May 2025	Administration, BLT, Math Department.	Administration and BLT will develop PD aligned to the SAT Bootcamp to implement in each classroom. Administrative walkthroughs to evaluate implementation fidelity.

Yr 2 Measurable Objective	By Spring 2026, 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 2025, the attendance rate at Jeffersonville High School will surpass 90%.			
Data Checkpoints (dates)	October 4, 2024	December 20, 2024	March 14, 2025	
Evidence at Checkpoints	Attendance Data for Q1	Attendance Data for Q1 and S1	Attendance Data for Q3	
Evidence- Based Strategy 1	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. Managing School Attendance (Reid)			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Accurate attendance record keeping	August 1-May 21	Teachers, Attendance Clerk, administration	Weekly Power School data reports, Meetings with student, communication with parents/guardian.
Action Step 2	Student meeting with each grade level at the beginning of school to outline attendance criteria to participate in incentives such as the Prom, Freshman Formal, senior swim party, homecoming formal and the Christmas formal.	August 5 (12 th and 11 th grade class meeting) August 6 (10 th and 9 th grade class meeting)	Principal & PRIDE Leadership Team	Chunked times with detailed attendance criteria. Incentive 1 was an ice cream social for any student with no unexcused absences and no tardies to class. Upcoming incentives include a senior swim party, Dodgeball, Powder Puff, Haunted House PM field trip and a Strike and Spare field trip.
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.	August 1-May 21	Principal & PRIDE Leadership Team	Robo call home with an email to follow outlining the criteria for the PRIDE incentive program.
Action Step 4	PRIDE incentive program	July 29 staff August 5/6 students	Administration, PRIDE committee, teachers	Incentives offered throughout the school year each quarter with an academic, attendance and behavior criteria aligned to it. Data will be collected and analyzed to assess the effectiveness of the program.
Yr 2 Measurable Objective	By Spring 2026, Jeffersonville High School's attendance rate will surpass 92%.			
Yr 3 Measurable Objective	By Spring 2027, 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 has an immediate impact on 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	Jeffersonville High School teachers will continue to work in subcommittees on PD days and period zero to align curriculum to improve student awareness in the type of questions asked on the PSAT and SAT when students take these tests.	Linked SIP Goals <input checked="" type="checkbox"/>
Possible Funding Source(s)	No funding required	
Evidence of Impact	On-going subcommittee work, data collections and student work samples. Administrative walkthroughs and teacher evaluations.	
<p>Plan for coaching and support during the learning process:</p> <p>Professional development planned throughout the year once per month zero period Wednesday's, and PLC which meet twice per month.</p>		
<p>How will effectiveness be sustained over time?</p> <p>JHS BLT will meet the first Monday of each month to consistently work on PSAT alignment and how to implement the JHS Pillars of Academic Instruction into each academic subject with fidelity. This work will develop strategies for implementation in all JHS courses.</p>		

Professional Development Goal 2	Teacher Clarity Playbook Training and Implementation due to the high turnover in core content teachers.	Linked SIP Goals ☒
Possible Funding Source(s)	No funding required	
Evidence of Impact	Standards for Success scores for teacher evaluation will improve based on administrator observation feedback resulting in improved assessment scores.	
<p>Bi-weekly administrative walkthroughs with immediate feedback to immediately 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. Department mentors have been established to work closely with new teachers.</p>		
<p>How will effectiveness be sustained over time?</p> <p>Teachers will demonstrate understanding and mastery of clearly written daily learning intentions, success criteria and how these impact lessons, activities and student performance.</p>		

Professional Development Goal 3	PRIDE/SEL practices will be utilized schoolwide to target and track attendance and behavior data by implementing positive behavior incentives and supports.	Linked SIP Goals ☒
Possible Funding Source(s)	PRIDE and GCCS funding	
Evidence of Impact	Attendance will continue to improve by offering incentives, in chunked time frames, 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.	
<p>Plan for coaching and support during the learning process:</p> <p>PRIDE committee planning and data sharing. Academy meeting where attendance data is reviewed for each child who fits the criteria of chronically absent or potentially moving toward being chronically absent.</p>		
<p>How will effectiveness be sustained over time?</p> <p>Student attendance will be tracked, weekly, as well as behavior and grades. This data is shared at the weekly Academy meetings and reviewed at biweekly PRIDE meetings.</p>		