



School Improvement Plan 2019 - 2020



**Jeff Davis County
Jeff Davis High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jeff Davis County
School Name	Jeff Davis High School
Team Lead	Dustin Allen

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Not enough of our students are reaching level 3's and 4's on Milestone tests.
Root Cause # 1	In many tested subjects, students struggle to reach proficient or distinguished on standardized tests, using the best practices in education, teachers can help students reach this desired goal. Not enough training on how to address how to cover all the standards required by the state.
Goal	Students will be proficient or distinguished on state standardized tests.

Action Step # 1

Action Step	PLC meetings will focus on how to teach to the standards effectively.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC Agenda and sign in sheets.
Position/Role Responsible	SIS
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits,	NA
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NA
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Action Step # 2

Action Step	Classroom observations will occur to ensure implementation of standards based teaching.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	TKES and Walk through observation forms
Position/Role Responsible	SIS, AP, P, Teachers
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NA
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Teachers need to better use and with more fidelity the technology programs provided to them.
Root Cause # 1	In many of our classrooms we are provided different hardware and software for the teachers and students to use, however, not enough fidelity is being given to these programs and applications.
Goal	Teachers will utilize technology based educational programs to maximize student instruction.

Action Step # 1

Action Step	PLC meetings will focus on how to effectively use the technology provided to them.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC Agenda and sign in sheets.
Position/Role Responsible	SIS
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NA
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Action Step # 2

Action Step	Teachers will make sure every department continues to use the the programs provided to them buy the district.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Pacing Guides, Lesson Plans, Benchmarks, and Common Assessments
Position/Role Responsible	SIS, AP, P, Teachers
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NA
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Tier I instruction is not at the maximum level in all classrooms.
Root Cause # 1	Not enough training on best practices in education.
Goal	Improve Tier I instruction.

Action Step # 1

Action Step	PLC meetings will focus on effective measures of teaching.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC Agenda and sign in sheets.
Position/Role Responsible	SIS
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NA
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Action Step # 2

Action Step	Analyze and collect student data for better instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Data reports from assessments, observations
Position/Role Responsible	SIS, AP, P, Teachers
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NA
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Action Step # 3

Action Step	Teachers will be provided the supplemental resources need to benefit instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Needs assessments and assessment data.
Position/Role Responsible	SIS, AP, P, Teachers
Timeline for Implementation	Yearly

Action Step # 3

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NA
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>The overarching needs were obtained from the CNA. The CNA was a collaborative process that began with a School Leadership Meeting on 5/4/2019. Once the CNA was transferred to the SIP, the goals and action steps were created with conversation with the leadership team and other stakeholders.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Jeff Davis High School teachers hold state required qualifications for their current teaching assignments. Recruited teachers are placed in appropriate courses based on student need and certification. Highly effective teachers and leaders are distributed across the school. Highly effective and experienced teachers are equitably distributed across the content courses and grades.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>We provide Tier 1 instructional practices to all students and through RTI programs such as MobyMax and ILearn we identify students in need of Tier 2 strategies. In our ELA classes, HMH provides a diagnostic tool to provide support to students as needed.</p> <p>Students who are placed in Tiers 2, 3, and 4 are provided additional assistance through strategies utilized in our Math support courses, inclusion classes, and Language Enrichment courses. READ 180 and System 44 are utilized to provide prescriptive curriculum based on the needs of each student. In addition, academic assistance is provided after school to help students progress.</p> <p>We do not service any institutions.</p>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria</p>	<p>The RTI coordinator and counselors review transcripts of all students. Meetings are held with all appropriate stakeholders of students failing classes or below grade level. Strategies mentioned previously are applied when necessary.</p> <p>Parents are given an opportunity to provide feedback to our school in the annual Title I survey. Also annually, we hold advisement sessions with students and parents collectively place students in classes for the next year based on their needs.</p> <p>Students needs are based on RI Lexile levels, state assessment data, and course performance. Using these data points, our RTI coordinator places the students</p>

<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>accordingly.</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>NA to Jeff Davis High School.</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Transitioning from middle grades to high school:</p> <ul style="list-style-type: none"> -A 9th grade orientation is held each year for upcoming freshmen and their parents. -At the orientation, students and parents are provided overall high school curriculum requirements to graduate, the various programs of study provided at the high school, Dual Enrollment opportunities, CTAE and Academic Pathway opportunities, and HOPE and financial aid requirements. <p>Annually individual parent and students meet with advisers to discuss course offerings and class selection based on the needs of the individual student.</p> <p>An open house is hosted prior to the first day of school for freshmen only. These students are provided their schedules and allowed to tour the school to find their classrooms. Counselors and administrators are present to assist students and parents.</p> <p>To assist students in transitioning from high school to higher education, the high school holds seminars on improving SAT/ACT scores and another on completing the FASFA. We provide college campus course for Dual Enrollment students to allow them to earn free college credit while in high school. We provide a job/career fair to introduce opportunities for students to explore after graduation.</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>We are making use of "7 Mindsets" which is proven to reduce the number of referrals.</p> <p>We implemented a finals exemption policy tied to attendance and grades that will in theory reduce the discipline practices tied to attendance and tardy issues.</p> <p>Services are provided in an alternate school setting for certain parts of the day instead of all day long. Students are still given an opportunity for one-on-one interaction with teachers and support personnel.</p> <p>These methods are applied to all subgroups.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>NA</p>
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