



Accreditation Report

Jefferson High School

Jefferson City Schools

Dr. Kevin Smith, Principal
575 Washington St
Jefferson, GA 30549-1018

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Jefferson High School is one of four schools that make up the Jefferson City School System, located in the heart of Jefferson in the northeast area of Georgia. It has been in existence at its current location since 1946 and has experienced a great deal of growth and expansion over the past several years, mirroring the growth that has also been experienced in the city of Jefferson.

Jefferson High School student population, despite experienced tremendous growth over these past three years, has remained fairly constant in regards to our racial and ethnic make-up. Our student enrollment currently stands at 1,070 in grades 9 through 12. Approximately 27% of our students are non residents and live outside the city limits of Jefferson. Jefferson High School is 79% White, 9% African -American, and 12% other (Hispanic, Asian, Multi-Racial). Our free and reduced lunch participants are at 23%, and our SPED population is at 10%. We have a very small EL (English Learners) student population with only 1% currently being served in this program.

The faculty at Jefferson High School consists of 67 certified instructional staff with 60% of these holding masters degrees or higher. All certified staff are fully certified and highly qualified to instruct in the subject areas they are assigned.

The construction of the current facility in 1946 was a joint effort among the city, outlying communities, and the Board of Education. There have been numerous campus additions and renovations over the years, most recently being the addition of a 650 seat Performing Arts Center, Media Center, Classroom Annex, Cafeteria Kitchen and Serving Area, and a 2,100 seat Athletic Arena.

Jefferson High School is one of the oldest accredited high schools in the state of Georgia. Jefferson High School has always distinguished itself academically among the state's high schools. Our students consistently score above the state and national averages on the SAT, ACT and Advanced Placement Exams and the Georgia Milestones Assessments as well as being in the top four among school systems across Georgia over the past four years in CCRPI scores.

Our athletic and extracurricular programs have consistently been rated in the top 10 among public high schools in the Directors' Cup in Georgia over the past several years. Our student performances and school rankings have remained consistent due to the staff, students, parents, and community working collaboratively and in support of one another to ensure high expectations and academic excellence.

Jefferson High School has several programs that provide our students and staff with a unique learning and educational experience. One includes the Total Person Program, which allows its participants to experience a wide variety of activities, such as but not limited to, attending concerts and museums, CPR and Etiquette training, fine dining at a restaurant, and interviewing practices. This program in its 25th year is open to all juniors and seniors and those that successfully complete the program are recognized at graduation.

The Scotland Exchange Program is in its 17th year and is open to all sophomores and juniors to apply. If selected, students travel to Scotland in June of each year for a 14 day cultural exchange. They reciprocate in the fall by having the Scottish students stay with them here in Jefferson for 14 days. The Europe / World War II Trip is in its 10th year and is open for seniors to apply and if selected will travel to Europe over 12 days in the spring to tour various World War II sites in Germany, France, Belgium and Austria. This experience aligns with the World War II elective course that is taught within the social studies curriculum at Jefferson High School. The final program is the newly added SY 2016-2017

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National Parks Trip in its 2nd year, which is open to all freshmen and sophomores to apply. This trip consists of a 5 day trip to visit a different National Park here in the United States in early June. All of the trips and programs are partially or fully funded by the Jefferson City School System Foundation and School Board and provide our students and staff with a very unique and special learning experience beyond the classroom.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Jefferson High School Mission:

To provide exceptional academic, career and technology, fine arts and extracurricular experiences that prepare and graduate students to become fully functioning adults.

Jefferson High School Motto:

Exposure To Excellence Promotes Excellence

Jefferson High School Philosophy:

A philosophy, according to the dictionary, is "a system of principles for guidance in practical affairs; wise composure in dealing with people." As educators, we were immediately struck by this definition's applicability to education. Every day we need "principles for guidance in practical affairs," and we hope to attain and teach "wise composure in dealing with people."

To gain "wise composure", Jefferson High School organized its philosophy around the following principles: gratitude, responsibility, guidance, and achievement. Jefferson High School is grateful for the supportive adults and interested students who give Jefferson some unique facilities not usually found in a school system our size. Recognizing that the Jefferson community is very interested in and supportive of education, the school acknowledges its responsibility for providing an environment where students can develop to their maximum potential. To provide this environment, Jefferson High School while keeping in mind that the student is the center of the learning process, emphasizes rigorous and relevant content, basic and advanced skills, and critical thinking and decision making. This atmosphere motivates the student to achieve and to view learning as a joyful and challenging experience.

Jefferson High School Commitments and Beliefs:

1. We commit to providing exceptional academic, career and technology, fine arts, and extracurricular experiences that prepare students to become fully functioning adults.
2. We commit that our instructional program will develop and broaden the interests, aptitudes, and abilities of all students and result in increased standardized test scores.
3. We commit that our graduates will be contributing members of society with job entry skills, effective work habits, and the ability to use reasoning and problem solving skills.
4. We commit to that our students will participate in the democratic process and develop an appreciation for the contributions of the many different cultures of the United States.
5. We commit that the instructional program teaches respect, self-esteem, and critical thinking skills and encourages students to practice good physical and mental health.
6. We commit that our students will learn to use human and physical resources as they develop into lifelong learners.

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Jefferson High School Expectations of Teachers and Staff:

* Loyalty, Loyalty, Loyalty, Loyalty

* Be professional in your appearance, attitude, communication and conduct. Perform your duties and responsibilities with integrity and honesty.

* Be punctual and have good attendance.

* Have good knowledge of your content area and set high expectations. Setting high expectations does not necessarily equate to high student failure rates. Master teachers find appropriate ways to ensure student success.

* Have good classroom management and techniques. Remember that our students are not an enemy to be conquered.

* Vary and differentiate instructional strategies and methodologies. This is important so a larger number of students can be successful. While there are times that student motivation will be a problem, we must not use this as an excuse. A master teacher will find ways to provide numerous opportunities for students to be successful.

* Keep your composure at all times. Your behavior and demeanor should never be in question both at school and in the community.

* Supervision is important and it is the responsibility of all of us! Do not get caught up in the "it's not my job" attitude. Lending support and assistance to all students is a job for all of us.

* Instruct bell to bell and plan your instruction accordingly.

* Keep a positive attitude. Life is too short to be miserable. Being negative will bring your spirit down as well as those around you and make you less effective as an educator and an individual.

* Sharpen your saw. Find ways to renew your spirit so that you can give your best to your students and yourself.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Jefferson High School has attained numerous notable achievements and accomplishments over the past three years academically, athletically, and in our extracurricular programs. These include the following:

Governor's Office of Student Achievement Bronze Award Greatest Gains 2016

Governor's Office of Student Achievement Bronze Award Highest Performing School 2016

Five Star School Climate Rating 2016

Advanced Placement Merit School 2015; 2016

Advanced Placement Humanities School 2015; 2016

Advanced Placement STEM Achievement School 2015; 2016

Advanced Placement STEM School 2014; 2015; 2016

Newsweek Magazine Nation's Best High Schools Ranking 2015

Washington Post Most Challenging High Schools Ranking 2014; 2015; 2016

Georgia Department of Education Top 50 High School Ranking 2015

JROTC Distinguished Unit 3rd Consecutive Year (Only One in Georgia) 2015

CCRPI Score 95.6 in 2015 and 93.7 in 2016; placed in top 4 school systems in past 4 years in CCRPI score average

Top 10 Public School in Georgia High School Association Director's Cup final standings 2014; 2015; 2016

JROTC Drill Teams State Champions - 4th Consecutive Year 2015

Wrestling State Champions 16th Consecutive Year (Traditional and Dual) 2015

Band and Chorus All Superior Ratings (16 students attain all-state status) 2014; 2015; 2016

Graduation Rate 96% (above state average) 2016

SAT Test Average 1549 (above state and national Average) 2016

ACT Test Composite Average 22.3 (above state and national average) 2016

FIRE and PRIDE Extended Learning Periods for Remediation and Enrichment Opportunities 2014;2015;2016

Credit Repair and Recovery Programs for Student Academic Assistance 2014; 2015; 2016

Scotland Cultural Exchange Program - Completed 16th Year 2016

Europe / World War II Trip - Completed 10th Year 2016

National Parks Trip - Completed 1st Year 2016

STEAM Technology Lab 2016

Jefferson High School has focused on the rigor and relevance of our curriculum over the past three years looking at opportunities to offer additional courses and learning opportunities that benefit the preparation and learning experiences and opportunities for all of our students. Expansion in our curriculum offerings over the past three years include career and technology areas to include move on when ready, dual enrollment and work based learning programs, performing arts programs, advanced placement programs and honors level courses, summer school enrichment courses, academic electives in social studies, and agriculture and health occupations program expansion.

We will continue to examine expansion in our course offerings as student interests and goals warrant and in order to meet the challenges of our growing student enrollment. Teacher collaboration through vertical and horizontal alignment of our curriculum and instruction as well as SY 2016-2017

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the development of common assessments and course grading and expectations remain a top area of focus as we move forward with an ever changing student body. We will continue to strive to provide all of our students with an exceptional learning experience within a positive and caring environment with the expectation that all students and staff will excel.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Jefferson High School administers a comprehensive survey to all of our students, staff, and parents and stakeholders in our community on an annual basis. Results of these surveys indicate we have strong support among our stakeholders. Parents feel welcomed and are appreciative of teachers and staff efforts to prepare their students for life after high school. Students believe that their teachers and administrators care about them and are well qualified holding them to high expectations. Students feel safe at school and at all of our after school programs and activities both on and off campus. There is a strong belief among teachers and staff that our students are provided with educational programs that meet their needs. There is also a high degree of job satisfaction and enjoyment in being a teacher and staff member at Jefferson High School. The surveys indicate that parents, students, and staff have a high degree of satisfaction with Jefferson High School and the supportive and caring learning environment that is in place.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Purpose statements - past and present •Parent Messenger Logs PRIDE School Improvement Cycle 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Dragon Weekly Preview Staff Memo 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Jefferson High School engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. We echo the system purpose to "Graduate Fully Functioning Adults." At the secondary level, we know this means we must graduate students that are prepared to meet their college and career goals.

AREAS OF STRENGTH

1.1 There is a process in place to maintain and improve communication. We communicate this mission with our stakeholders through monthly school council meetings, the Jefferson City School System's PRIDE Cycle, our school handbook, monthly scheduled staff meetings, monthly student leadership meetings, weekly dragon preview calendars, our school website, Facebook, Twitter postings, parent meetings, daily call notices, and our electronic digital sign in front of the school.

The PRIDE school improvement cycle is reviewed, revised and communicated to all stakeholder groups on a quarterly basis with a purpose statement that clearly focuses on student success.

1.2 Our school leadership and staff commit to a culture of high expectations in creating an environment of instructional and learning opportunities for everyone. The learning experiences that our students engage in must be challenging and relevant in assisting all of our students in meeting their academic goals. These expectations are shared on a weekly basis through strategic administrative/guidance team meetings, monthly departmental leadership, and curriculum/ grade level meetings. Commitment to shared values and beliefs is a continual process. We share our common vision and beliefs with new staff as they transition to their roles on the faculty, which has grown over the past year with 14 new staff members, with many positions because of student growth. Our Fire and PRIDE student class periods provide all students with equitable and learning experiences that place great emphasis upon learning and thinking.

1.3 JHS implements a continued improvement process that provides clear directive for improving conditions that support all of our students in

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their learning expectations. We follow the JCS PRIDE Cycle. Staff collaboration is emphasized and expected. Each year we meet as departments to review data, set goals for improvement and formulate action plans to meet our goals. These documents are then used to formulate our school improvement plan; we meet on a continual basis with school level department chairs, curriculum team members and grade levels as well as Central Office personnel and school board members to review data and student achievements as well as identifying areas of strengths and areas needed for improvement.

ACTIONS TO SUSTAIN AREAS OF STRENGTH:

To maintain our strength in Purpose and Direction we will continue to follow the strategic and collaborative planning process that we have put in place. We feel this is an area of strength within our school and will continue to commit to the JCS PRIDE Cycle of school improvement, staff collaboration, as our continued emphasis upon clear and consistent communication. Overall survey results from staff, students and parents indicate the overall standard is one of Jefferson High School's strengths, with it receiving a high score of 3.91 on the staff survey.

AREAS IN NEED OF IMPROVEMENT:

An area of improvement noted is continued work in relation to staff vertical and horizontal alignment. Course grading and technology procedures in regard to greater standardization are examples of areas of focus for the staff at Jefferson High School. A continued process of improvement goals and performance targets are areas that are emphasized through our data teams process, with an emphasis upon use of universal screening to include academic and behavioral results to better identify and address student needs in terms of intervention.

PLANS TO IMPROVE AREAS OF NEED

We propose to continue to provide staff and stakeholders informational outlets through our website, social media and monthly meetings and informational seminars. Additional opportunities to receive stakeholder feedback in the area of our school mission and purpose will be provided to ensure all stakeholders are fully aware of the mission statement and vision. In addition, more opportunities will be provided for teachers to engage in collaborative conversations about curriculum, instruction, and assessment to ensure vertical and horizontal alignment within each content area and across classrooms. Additional training will be provided on the use of universal screening and analysis of data to more effectively determine specific interventions designed to meet academic and behavioral needs of students.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •Special Education Handbook, ESOL Handbook 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Communications about program regulations •Historical compliance data •Governing code of ethics •SWSS/IE2 documents, Compliance Director Modules 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The Jefferson City School system is known for strong leadership throughout our JCS Board of Education, JCS Central Office Staff, school level administrators and leadership teams. While district policies are established through the Board, each school is given the freedom and autonomy, within these parameters, to implement what actions are needed for their individual schools to thrive.

AREAS OF STRENGTH

2.1 The Jefferson City School Board of Education establishes policies and supports practices that ensure effective administration of the school. Board members and other stakeholders meet monthly in a public forum to discuss current status and issues that affect the school system and school. Finances, utilities, curriculum, achievement and action items are discussed. Minutes are kept and made public. The School Board also conducts two retreats (Fall and Spring) during the year to provide an opportunity for system and school leaders to strategically plan for future needs. An example of JHS governance and leadership planning is the restructuring of our student PRIDE program goals and objectives. This program aims in the future to promote further student mentoring and engagement to ensure higher levels of success among our student body.

2.2 The JCS Board operates responsibly and functions effectively. Checks and balances exist to ensure use of the funding. Each year, an outside auditor works with the system and all four schools to provide guidelines for efficient and effective use of funds received.

2.3 The JCS Board and Central Office Staff ensure that the School Leadership has the autonomy to meet goals for student achievement and instruction and to manage day to day operations effectively. While they provide direct training, programs and parameters within which each school must function; they also allow the school the freedom to determine the best ways to implement our overall goals and objectives. Each month, school administrators attend the local board meeting and a follow up administrative meeting where information is shared. This provides a consistency of expectations among all four schools. From there, each principal and the school leadership team and committees are commissioned to create the most effective ways to accomplish needed tasks according to their unique school population and needs.

For example, all administrators were trained in Rigorous Curriculum Design and documents were provided by our Central Office staff to ensure continuity and consistency across the four schools. System and school level administrators have participated in an ongoing assessment audit defined by the Georgia Center for Assessment in order to provide closer examination and advancement of course assessment forecast and design. Principals are asked to further serve as instructional leaders in their schools by facilitating and delivering the training and information in the best manner for their school staff members. The Jefferson High staff has made great gains in enhanced collaboration and communication for developing and maintaining an environment of high expectations and standards of excellence. Strengths are sustained through the classroom walk through and formative observations and professional development calendars, which maintain the

focus on retaining high standards through observation, feedback, and professional growth.

2.4 Jefferson High School leadership and staff continually foster a course consistent with the school's purpose and direction. As stated previously, we continually seek to pursue excellence in the programs we implement and provide for students. An example of this is our commitment to execute an Incentive Program where students on a semester basis attain blue, red, or white cards for academic, discipline and attendance criteria. These cards provide students with various incentives, benefits, and discounts supported by numerous community partners and supporters. Our Chick Fil-A Character award and Straighten It out Turn Around awards are presented each year to students that meet various criteria focused on character and attitude.

2.5 JHS and JCS Leadership are always seeking to examine areas we are strong and look to enhance those areas where there are challenges. We are not afraid to face our growth areas as opportunities to expand and improve the learning opportunities that our students experience. Examples are our ongoing improvements and upgrading of technology and its instructional program applications, universal screening and student intervention strategies for those that struggle academically and behaviorally, "Turn It In" program for greater staff time efficiency and student accountability, SAT/ACT test prep programs, and various software instructional programs like USA Test Prep and E2020/Edgenuity.

2.6 The JCS staff supervises and evaluates procedures to provide the necessary support in allowing for improved professional practice and student success as the TKES and LKES evaluation process continues to be implemented. In addition to the required number of walk through and formative classroom observations, school administrators and department chairs often drop in classrooms to make sure we are informed and aware of the type of instruction and activities being delivered. Students are very comfortable and aware with administrative presence in the school classrooms. Being effective instructional leaders requires classroom and school visibility and involvement.

ACTIONS TO SUSTAIN AREAS OF STRENGTH

Due to the reasons listed above and evidence provided, we believe governance and leadership to be a strength for JHS/JCS. We plan to continue to build upon our current practices to cultivate this strength. In reviewing survey results from staff, students and parents, the results from the staff survey, in particular, scored this standard the highest. This indicates staff feels supported by current leadership and are confident in them creating and implementing governance policy and procedures.

AREAS IN NEED OF IMPROVEMENT

An area of improvement would be to generate a greater and more comprehensive use of data reviews to prove future areas of improvement and instruction. The PRIDE (Plan, Review, Implement, Determine Effectiveness, and Examine Results) school improvement cycle enables teachers and administrators to continuously use student assessment data to inform instructional practices and improve student achievement. In addition, efforts on vertical and horizontal alignment of standards and collaboration between grade levels will strengthen student learning and performance. In particular, working on vertical alignment between Jefferson Middle School and Jefferson High School will aid in making instructional decisions across all content areas. It is important that we implement practices that will support students as they transition from middle to high school.

PLANS TO IMPROVE AREAS OF NEED

Leaders and teachers will continue to develop school improvement plans that have goals strongly aligned to student data reviews. There have been gains in this area over the past several years, but there still is growth needed. Professional development opportunities should emphasize staff data analysis through departmental meetings and collaborative time to address students' instructional needs based on data reviewed.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •FIRE Student Achievement Data •Credit Repair Student Achievement Data 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•Teacher evaluation criteria•Professional development focused on these strategies•Examples of teacher use of technology as an instructional resource•Examples of student use of technology as a learning tool•Student work demonstrating the application of knowledge•Findings from supervisor walk-thrus and observations•Interdisciplinary projects•BYOT Contract	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Supervision and evaluation procedures•Peer or mentoring opportunities and interactions•Examples of improvements to instructional practices resulting from the evaluation process•Administrative classroom observation protocols and logs	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Survey results •School Improvement Plan Professional Learning Survey - Title II-A Needs Assessment 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students•FIRE student dataCredit Repair student dataRTI / POI dataJCS Special Education HandbookJCS Gifted Handbook	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Jefferson High School's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success for college, career and beyond.

AREAS OF STRENGTH

3.1 Jefferson High School provides opportunities for each student to develop their learning, thinking and life skills through a variety of means including offering a variety of Advanced Placement courses (12); Total Person Program; and International travel and domestic travel trips (Scotland Exchange, Europe/WWII, and National Parks). In addition, JHS offers year- long support courses in mathematics and ELA to support students needing further skills reinforcement as well as dual enrollment and shadowing experiences. Our Fine Arts and Performing Arts programs have become full time, and our JROTC Air Force Program continues to grow and excel.

3.2 JHS curriculum, instruction, and assessments are monitored and adjusted systematically and continuously in order to ensure student learning experiences are rigorous and of high quality. Our program of study is currently under revision to provide a greater comprehensive source of information and direction for students and parents as well as to implement the JMAP (Jefferson Measures of Academic Progress) assessment protocol. Teachers continue to collaborate to define course priority standards and and create course curriculum maps and pacing guides to help make learning targets clear to our students.

3.3 JHS teachers engage their students in their learning through instructional strategies that ensure achievement of learning expectations. Through the continuous work of the PRIDE Cycle of improvement, teacher collaboration ensures students are experiencing academic growth and achieving high levels of success. Student progress reports are electronically posted on the parent portal each 4 ½ weeks, and written report cards sent to parents at the end of each 9 week grading period. Course grades and attendance are consistently posted and updated on the parent portal, to which parents have constant access.

3.4 JHS leaders monitor and support the improvement of instructional practices of teachers to ensure student success. The TKES evaluation process is fully implemented, with all timelines and requirements met. In addition, administrators visit with classroom teachers for five minute

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checks to ensure they are knowledgeable of practices. This process provides feedback for administration as well as reflection opportunities for teachers.

3.5 JHS teachers participate in collaborative learning communities to improve instruction and student learning. All instructional staff members meet in monthly departmental meetings as well as quarterly departmental planning sessions to focus on student instruction, assessment and curriculum initiatives. Instructional staff participates in school wide professional development training sessions conducted during planning periods focusing on topics such as Google classroom, technology integration, Georgia Center for Assessment test audit and other sessions related to learning targets and mastery of content standards, Turn It In training, and technology software instructional resources. This work is also extended through post planning and the summer to include curriculum planning and course assessment development.

3.6 Teachers implement the school instructional process in support of learning through their participation and leadership roles taken in the collaborative learning committees mentioned above.

3.7 Mentoring, coaching, and staff induction programs support instructional improvement consistent with JHS values and beliefs about teaching and learning. Before the school year begins, a new teacher orientation is held. A system-wide meeting is held in the morning and school-level meetings are held in the afternoon. At the school-level meeting, administrators review specific policies and procedures, faculty and student handbooks as well as school expectations are presented and thoroughly reviewed.

A mentor teacher is assigned to each new teacher and quarterly check-in meetings with administration are conducted. JHS also participates in both the co-teaching inclusion and the gifted collaborative models for instruction to provide new teachers support in specific courses.

3.8 JHS engages families in meaningful ways in their student's education and keeps them informed on their child's learning growth and progress. Parents are always welcome to participate in the educational program. There are two Open Houses per school year that allow parents to visit classrooms and meet teachers (Fall/Spring). We have parent information sessions periodically throughout the school year at night, focusing on topics such as the college funding and application processes, curriculum course offerings, and school programs. Our student advisement process involves parents and students meeting individually with guidance counselors to outline course selections and pathways for the next school year. Our staff communicates with parents via email, phone, Facebook, Twitter or in personal conferences.

3.9 JHS has a structure known as PRIDE (Promoting Responsibility In Dragon Excellence) and FIRE (Focused Individualized Remediation Enrichment) that give students a 25-minute period on a daily basis to address either character educational topics, or academic remediation support or enrichment on an individual basis. This structure provides our students with opportunities to be successful in all aspects of their development. Our Dragon Day program provides our incoming 9th grade students the opportunity to spend time on campus meeting staff and students and touring our campus to assist in the transition from the middle school to high school.

3.10 Grading and reporting are based on clearly defined criteria that represents the attainment of course content knowledge, skills, and standards that are consistent across grade levels and courses.

3.11 All staff at JHS participates in a continuous program of professional learning. Through the PRIDE Cycle, areas for improvement are identified. Professional learning is then scheduled and delivered to meet those goals identified. This school year, areas of focus have been on greater integration of technology in the instructional programs and writing/literacy growth across the curriculum. We have designated professional learning time throughout the school calendar that includes staff days, requested release time sessions, before and after school, pre/post planning, and planning time training. This training aligns with our SWSS/IE2 emphasis of 'Individualized pathway to learning' in providing our students with positive learning opportunities that are aligned to their individual needs and strengths. Technology integration is on display with the creation of the STEAM Center and STEAM Coordinator position. A newly formed 'Steam Team' will assist in developing

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plans across each school to integrate technology in all aspects of our instructional programs and enhance student learning. Our emphasis upon writing and literacy is evident in the creation of senior composition courses and a critical emphasis upon writing across the curriculum. We are in the process of planning for a capstone research project including a written paper aligned to the students' individual interests.

3.12 JHS provides and coordinates support services to meet the individualized learning needs of our students through our curriculum work, planning and the RTI process. Our school wide FIRE and credit recovery online process provide students the opportunity to receive the support and assistance they need to progress and stay on task toward their goal of graduation. Support/training sessions are also provided to help teachers offer better support to our EL population.

ACTIONS TO SUSTAIN AREAS OF STRENGTH

Due to the reasons listed above and the evidence provided, we believe teaching and assessing for learning is an area of growth and focus for Jefferson High School, but also an area that must continue to adjust and adapt as our student numbers continue to increase. We plan to continue our current practices while always seeking to put in place the necessary procedures and policies to ensure continued student success. Our FIRE, PRIDE and Credit repair/recovery, online programs, PRIDE Cycle and collaborative professional learning calendar will be continued and strengthened. We will also continue our SWSS/IE2 contract that focuses on personalized learning opportunities for students. These programs and initiatives will continue to drive our planning and organization.

AREAS IN NEED OF IMPROVEMENT

An identified area of growth is greater use of technology in our instructional program on a more consistent basis. We are a BYOT (Bring Your Own Technology) school system and embrace the use of various types of technology to enhance the instruction our students receive. Our staff continues to seek new and innovative ways to deliver instruction, including the use of Google classroom, digital textbooks and resources, and the integration of the STEAM Center and its classroom applications.

PLANS TO IMPROVE AREAS OF NEED

Through continued discussion and review with school and system leadership, plans are being developed to enhance and expand our course offerings to include Robotics and additional AP in areas of student interests. We will continue to focus on innovative practices that promote student engagement in the classroom. In examining survey results, parents scored this standard the lowest of all of the standards indicating a need to continue to improve how we provide rigorous and relevant instruction on a consistent basis for all our students. Implementing components of the SWSS/IE2 contract will enable JHS to offer a more customized approach to learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Student assessment system for identifying student needs•Agreements with school community agencies for student-family support•Survey results•Schedule of family services, e.g., parent classes, survival skills•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Jefferson High School has qualified professional and support staff that are sufficient in number to fulfill their roles and responsibilities necessary to support school's purpose, direction and the educational program. We have maintained our 100% highly qualified teacher and paraprofessional status for years.

AREAS OF STRENGTH

4.1 Through an examination of our student numbers, it is evident that JCS is committed to keep class sizes as manageable as possible. JHS has experienced growth in student enrollment, which presents challenges in terms of meeting the changing needs of our students. This commitment is evident by the following new positions added to JHS for 2016-17: 7 classroom teachers - WBL half-time coordinator; full time athletic trainer; half-day website coordinator; STEAM Center coordinator, and full-time Chorus and French program designation from previous part-time status. We also recently have designated a half-time distance learning coordinator and additional clerical assistance in the Guidance office. We are currently sufficient with staff but need to remain proactive in additional staff for future growth.

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4.2 Instructional time, material resources and fiscal revenues are sufficient to support the purpose and mission of JHS. Through an analysis of our instructional budget, it is evident that JCS Board of Education fully supports and provides for the instructional needs of our students. Software integration programs such as USA Test Prep, Edgenuity, and STAR Math have been purchased and are in use for all of our students. We are anticipating the expansion of the Read 180 program and addition of the Math 180 program at the high school to provide more intensive remediation programs designed to address skill deficiencies. Our school calendar and schedule minimizes disruptions and places a premium on protecting and presenting instructional time. Our school schedule has been restructured to allow for the FIRE and PRIDE period - a daily 25 minute extended learning period for all students.

4.3 JHS maintains facilities, services and equipment to provide a safe, clean and healthy environment for students and staff. Our custodial and maintenance staff, maintain a full-time schedule to address cleanliness and maintenance of our campus, and there is a facility maintenance request process in place when needs arise. We also have a safety committee made up of school administration and leadership team members that work in partnership with the Jefferson Police and Fire Departments to advise on school safety plan and drill issues.

4.4 JHS students and staff utilize a range of media and information sources to support the school's educational programs. Each classroom is equipped with a teacher computer and digital projector, with many classrooms having document cameras and active board technology. Each core department is provided a mobile cart dedicated to their use as well as computer labs and media carts that can be utilized across our campus. JCS has provided in the area of technology to enhance student instruction consistent with our BYOT philosophy. Our entire campus is wireless (Wi-Fi) and has the infrastructure in place to support our student body and staff in any technology application internet based. An additional health occupations lab and CTAE lab upgrade have been added this school year with the addition of the STEAM Center which is equipped with the latest technology including Z space.

4.5 THE JCS Technology infrastructure supports our school's teaching, learning and operational needs and provides updates and upgrades to support out BYOT initiative.

4.6 JHS provides support services that meet the physical, social and emotional needs of our students. We partner with Lindsey's Legacy, a community student mentoring program that provides student support and enhancement to select at-risk students from adult mentors. Our counseling department is made up of two counselors that provide our students and parents with support through individual and small group counseling sessions. Our PRIDE program provides an opportunity for all instructional staff members to serve in the capacity of guidance support for our students in the areas of character, social, career and emotional education through PRIDE classes. These classes meet at least 2 times during each month, and students remain with their PRIDE teacher throughout their high school years.

4.7 JHS provides services that support the counseling, assessment, referral, education and career planning needs of all students through our academic universal screeners utilized with all 9th graders. Student deficiencies are identified and appropriate interventions are put in place including credit repair programs, support courses assigned, and FIRE course assignments. Our counseling staff provides each student and parent individual conferences for course selections and career pathway selection in the spring advisement process. At the beginning of their 9th grade year, each student is assigned a PRIDE teacher/class that is based on grade level and addresses various academic, social and career related topics. Students remain with the same PRIDE teacher during their high school years. Plans are in place to restructure the PRIDE program to provide an opportunity for all students to choose their PRIDE classes based on interests.

ACTIONS TO SUSTAIN AREAS OF STRENGTH

Due to all of the above stated measures and evidence supplied, we believe resources and supports systems is an area that is currently meeting the school's present needs. However, we must be flexible and proactive in meeting our increasing future needs because of growing student enrollments and participation in all grades and areas.

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AREAS IN NEED OF IMPROVEMENT

One area for improvement is the need for additional support staff to better address the increasing needs and demands of our school environment. The ever changing need to upgrade the technology and devices available to our staff and students in order to support the BYOT initiative is another area for improvement. As we move to a 1:1 initiative, it is important that staff members are provided with quality, ongoing professional development to support them through the process.

PLANS TO IMPROVE AREAS OF NEED

School leaders will work with system leadership and technology teams to prioritize and put a plan in place for future technology upgrades and enhancements to PRIDE funding and best/proactive use. While all classrooms have desktop computers, digital presenters, Promethean Boards, and internet access, it is unclear to the faculty how to improve our technology structure, other than to purchase more equipment. Faculty are concerned about being trained adequately to use the newest technology and how to integrate it successfully. To address this issue, our district is committed to refocus the tasks of our Technology Teams throughout our schools as we move toward 1:1 technology. These teams will provide professional learning linked to Google Classroom and will help all teachers uncover a variety of ways to teach all learners. Our district has already begun the process of developing more specific professional development opportunities for staff in classroom technology.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

At Jefferson High School we are committed to using results to drive continuous improvement. While we have been a high achieving school, and continue to work diligently to maintain that distinction, we know that we are never done analyzing our strengths and growth areas.

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AREAS OF STRENGTH

5.1 Jefferson High School has established and maintains a clearly defined and comprehensive student assessment system. A testing calendar is distributed to parents and students designating all school based state and national standardized testing days/times at the beginning of each school year and published on our website. JHS also utilizes the STAR Reading and STAR Math programs as universal screeners for all 9th graders in order to determine student goals and instructional strategies. The universal screening data is also utilized by the RTI team to decide how best to serve students that struggle academically. JCS is in the process of planning and developing the JMAP team to replace the current SLO assessment process. We are currently working toward creating and/or revising common assessments in all core areas, and we will continue to utilize department curricular planning and development collaboration times.

5.2 Our certified staff and support staff collaborate together to consistently collect and analyze student data from a variety of sources. Each department gathers in their professional learning collaborative team at the conclusion of each semester to examine student test results and develop plans to target identified areas of instruction for emphasis and improvement. Our RTI/POI team meets on a monthly basis to provide performance analysis and support for student success.

5.3 Our instructional staff is trained in the evaluation, interpretation and use of student data and strives to use these results to direct instruction for student success. There have been gains in this area. However, there is additional growth needed as an instructional staff.

5.4 JHS engages in a continuous process to determine improvement and opportunities to enhance student learning and readiness for each student's chosen college and career pathways. Students are provided academic opportunities through our Test Prep program (ACT & SAT) for college entrance exams, dual enrollment as articulation is in place with colleges, universities, and technical colleges in the area, Move on When Ready (MOWR) opportunities, work based learning and online course options through Georgia Virtual High School. The Board of Education has added to the staff of JHS a half-time WBL coordinator and MOWR coordinator to oversee student awareness and access in these programs.

5.5 JHS leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders through a variety of means including faculty and staff committee meetings, departmental collaboration, PRIDE Cycle, school council meetings, parent information sessions and advisement, and quarterly CCRPI progress meetings with JCS central office staff. The staff has requested and received release days at various times during the school year to focus on school improvement planning and curriculum development.

ACTIONS TO SUSTAIN AREAS OF STRENGTH

JHS commits to the continual PRIDE Cycle process. JHS administration is engaged in quarterly CCRPI progress meetings to focus on Fall and Spring term student achievement results, as well as a continued analysis of the effectiveness and benefit of the FIRE and PRIDE class sessions. JHS is in its 2nd year attending Z score/lower quartile training as well as summer staff training including curriculum/assignment development and advanced placement summer institutes.

AREAS IN NEED OF IMPROVEMENT

Areas noted for improvement are to continue to take advantage of opportunities to increase examinations of staff achievement data to impact classroom in-service practices. We have more data available to us than ever before, and we must be proficient in utilizing results to drive our instructional and curriculum decisions.

PLANS TO IMPROVE AREAS OF NEED

We will continue to utilize staff professional development sessions and focus on training teachers to analyze data results for the benefit of our instructional program. The RTI/POI team will also use data to make instructional decisions for students' early warning systems and universal

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screening tools.

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		JHS Stakeholder Feedback Data - 2016.2017

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

1. Which area(s) indicate the overall highest level of satisfaction or approval?

Jefferson High School seeks to provide a positive and supportive teaching and learning environment for all staff and students. At the core of accomplishing this is the development of strong partnerships with our stakeholders that are characterized by a strong sense of direction and purpose, high expectations, and clear consistent communication. Survey results indicate that standards 1, 2, and 4 are areas of strength in regard to purpose and direction, governance and leadership, and the utilization of services and resources to support student success. In examining our parent and staff survey results, they indicate our school leadership provides clear direction and goals that support student learning and utilize available resources to attain these goals. In addition, they indicate that our school and system leadership operates in a responsible and effective manner. Our students also report that our school engages in a high quality learning environment that promotes success. We take great satisfaction in knowing that our stakeholders feel confident and supportive in Jefferson High School's sense of purpose, vision, and direction as we continue to address the academic needs and goals of our students.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Our school council which is made up of parents, staff and community business members, is very active in collaboration with school leadership and staff in recommending and supporting policies and procedures that are put in place to advance student success. We meet on a monthly basis to identify school improvement initiatives as well as provide parents and community members an opportunity to attain a greater awareness of the programs and overall operations of the school. The Jefferson High School administration also has a twenty member student leadership council that meets on a monthly basis with the administration representing each grade level to provide recommendations and input for school improvement. We receive feedback and input from these groups; however, we do recognize the need for a more consistent approach to gathering data.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Our staff, students, and parents provide consistent feedback indicating there exists a high level of confidence and support for our school and system leadership in regard to providing responsible and effective leadership in developing programs and policies that focus on student success. Our self assessment results from staff committee members indicate that governance and leadership (Standard 2) is our strongest area and this is supported by the opinions of all of our stakeholders. Our stakeholders recognize that our school leadership is committed to student success and will continue to focus on those processes focused on the continuous PRIDE improvement cycle that will assist in creating the best opportunities and learning experiences for our students as we move to the future.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Jefferson High School's lowest rankings from staff and parents are focused in Standard 3, specifically 3.5 for staff and 3.8 for parents. These areas concern staff collaboration through learning communities and parent access to updated and consistent information regarding their student's academic progress. We have made significant gains in creating an environment for staff learning communities through scheduling and release time support, but there remains a need for additional progress.

Communication with our parents and stakeholders have also experienced upgrades through our website, twitter, phone messenger system, and other more conventional means such as newsletters, parent reports, flyers, and message signs. This is an area that must be a constant focus especially as we have grown in student numbers and programs.

The area of concern for students focused on Standard 4, which involves resources and support systems. Of particular emphasis is 4.3, the maintaining of a clean, safe and healthy environment and campus. This area is also related to our constant growth and expansion both in student enrollment and in campus square footage and space. We will continue to be committed to excellence; we have to continue to be flexible and to monitor our plans as we continue to grow and experience changes in our school population.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Jefferson High School has attained the distinction of being named Jackson County's Best High School from the public reader opinions of the Jackson Herald, our local newspaper for the past two years (2015, 2016) as well as a four star climate rating for the past two years. We believe that our stakeholders recognize the quality and effectiveness of our school. The AdvancEd surveys have provided very useful information for our school and school system. Therefore, our district has decided to implement these surveys each year in order to improve our communication and feedback from stakeholders. This will provide a baseline to measure trends in the future.

What are the implications for these stakeholder perceptions?

Our school staff realize the varied needs of our students. Through our SWSS/IE2 contract with the Georgia Department of Education, we are charging our district with creating a more personalized learning path for all students. The JCS BOE has discussed these perceptions and plans have been made to meet this concern with a greater focus on individualized learning opportunities through technology and STEAM.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The areas of concerns indicated in the survey instruments align well with our school staff committees' self assessment results regarding strengths and weaknesses. Despite recent growth in these areas, our staff and stakeholders recognize that greater collaboration and
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communication along with training in the area of data analysis, is needed as we continue to grow with student numbers and expand with programs in the future. Jefferson High School is currently working with the JCS BOE to develop a plan for reaching all learners in a personalized environment (myPATH). We are also currently revising the program of study in order to create a more user friendly and efficient document for student and parent assistance and support.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Jefferson High School Student Achievement Data from 2015 and 2016 - see attached	JHS Student Achievement Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Areas that indicate above expected levels of student performance on the Georgia Milestones End of Course assessments as well as consistent student performance in regard to proficient and distinguished student performance levels:

ELA 9 - Literature and Composition

ELA 11 - American Literature

Coordinate Algebra

Analytic Geometry

Economics

Describe the area(s) that show a positive trend in performance.

Areas on the Georgia Milestones End of Course assessments that show positive trends include the following:

Increase in the percentage of distinguished level achievement on the following EOC assessments from 2015 to 2016 administration:

ELA 9 - Literature and Composition

ELA 11 - American Literature

Coordinate Algebra

Analytic Geometry

Increase in the percentage of proficient level achievement on the following EOC assessments from 2015 to 2016 administration:

Coordinate Algebra

Analytic Geometry

Biology

Economics

Increase each year of ACT Composite average as well as total number of students tested.

Which area(s) indicate the overall highest performance?

The areas that indicate highest student performance on the Georgia Milestones End of Course assessments include the following:

Coordinate Algebra

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Economics

American Literature

Which subgroup(s) show a trend toward increasing performance?

The following subgroups indicate a trend of positive performance on the following Georgia Milestones End of Course assessments:

9th Grade ELA Literature and Composition: Hispanic; Black

11th Grade ELA American Literature: Asian; Students with Disabilities; Economically Disadvantaged

Analytic Geometry: Black

Coordinate Algebra: Hispanic

Biology: Students with Disabilities; Black

Economics: Hispanic

US History: Asian; Hispanic

Between which subgroups is the achievement gap closing?

The achievement gap seems to be closing with the Students with Disabilities and Black subgroups.

Which of the above reported findings are consistent with findings from other data sources?

Student performance within the subgroups of our Students with Disabilities and Black populations have experienced growth through the End of Course assessments as well as student growth rates through course grade distributions and performances on pre and post course benchmark assessments.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Areas on the Georgia Milestones End of Course assessments that are below expected levels of performance in comparison to other Georgia Milestone assessments:

US History

Biology

For the first time since 2012, our SAT average has not increased as well as our overall student achievement average performance on Advanced Placement Exams for 2016. Both of these areas continue to experience growing student numbers in regard to students being tested.

Describe the area(s) that show a negative trend in performance.

In regard to student performance on the Georgia Milestones End of Course assessments, the following areas show a negative trend:

US History: Decrease in number of students in proficient and distinguished areas in 2016 as compared to 2015

Biology: Slight decline in number of students in distinguished area in 2016 as compared to 2015

Economics: Decline in number of students in distinguished area in 2016 as compared to 2015

Which area(s) indicate the overall lowest performance?

The lowest areas of student performance on the Georgia Milestones End of Course assessments regarding proficient and distinguished levels are Biology and US History.

Which subgroup(s) show a trend toward decreasing performance?

The following areas indicate a trend toward decreasing student performance for the following subgroups on the following Georgia Milestones End of Course assessments:

Biology: Hispanic

Economics: Students with Disabilities; Economically Disadvantaged

US History: Students with Disabilities

Between which subgroups is the achievement gap becoming greater?

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The achievement gap seems to be greater in the following subgroups as compared to students falling the White and All Students subgroups: Hispanic; Black; Students with Disabilities.

Which of the above reported findings are consistent with findings from other data sources?

The reported findings are consistent with student achievement findings in student growth percentages in course pre and post benchmark testing as well as in course grade distributions and pass rates. Graduation rate percentages are also consistent in regard to the subgroups of Students with Disabilities, Black, and Hispanic students.

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes	A copy of Jefferson High School faculty and student handbooks are attached.	FIRE Faculty Handbook JHS Student Handbook

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	A copy of the Jefferson City School Safety and Emergency Crisis Management Plan is attached.	JCS Emergency Procedures Plan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	A copy of the Jefferson High School School Improvement Plan for 2016-17 is attached.	2016-17 JHS School Improvement Plan