



Comprehensive Needs Assessment 2023 - 2024 School Report



**Johnson County
Johnson County High School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Reid Bethea	Principal
Team Member # 2	Dexter Mack	Assistant Principal
Team Member # 3	John Buxton	Assistant Principal
Team Member # 4	Dr. Chris Watkins	Superintendent
Team Member # 5	Amy Jackson	JCHS Instructional Coach
Team Member # 6	Stephanie Adams	Fine Arts Department Chair
Team Member # 7	Gina Bright	SS Department Chair

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Amanda Winfrey	CTAE Department Chair
Team Member # 2	Sallie Lunzmann	Math Department Chair
Team Member # 3	Adam Argoe	Science Department Chair
Team Member # 4	Kristin Ivey	SPED Department Chair
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Associate Superintendent of Federal Programs	Tecia McKay
Stakeholder # 2	Parent Liaison	JJ Rowland
Stakeholder # 3	Director of Student Services	Amber Attaway
Stakeholder # 4	MTSS School Coordinator	Angela Tanner
Stakeholder # 5	JCHS School Counselor	Nichole Shepard
Stakeholder # 6	Family Connections	Kristie Brantley
Stakeholder # 7	Parent	Marlana Brantley
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The team will communicate through varied methods including emails, in-person and virtual committee meeting, share recording, and conduct surveys as needed.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	✓
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	✓
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	
3. Emerging	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	✓
4. Not Evident	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	✓
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
3. Emerging	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
4. Not Evident	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	✓
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	✓
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	✓
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	<p>Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.</p>	✓
3. Emerging	<p>Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.</p>	
4. Not Evident	<p>Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.</p>	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by “TFS” (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	✓
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>GA Health Survey, GA School Personnel Survey, GA Parent Survey SAS PBIS Survey COGNIA Report Johnson County School Wide SEL Needs Assessment Inventory-Baseline Data JOCO Parent Satisfaction Survey Results</p>
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<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>GA Health Survey data shows that our school climate improved from a three to four star. The SAS survey that faculty and staff members completed shows that our school wide PBIS status has improved from the previous years. Seventy-nine stakeholders participated in the COGNIA interviews and provided positive feedback. These interviews included parents, students, community members, and our staff. On the standards including stakeholder and climate, the high school scored improving on two and impacting on the other two (impacting is the highest rating given with improving being the second highest.) The Johnson County School Wide SEL Needs Assessment Inventory baseline average is 1.7. This number indicates that system stakeholders determined that we have almost made it to a 2 representing partially planned and implemented stage. According to the April 2021 JOCO Parent Satisfaction Survey Results, 87% of high school parents felt informed.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<ul style="list-style-type: none"> -Athletics, Fine Arts, and Club Demographic Data Table -Number of students participating in counseling and APEX -Progress Monitoring for Homeless and Foster Care data -Parent and Family Engagement Notebook (houses all agenda, sign-in sheets, pictures, etc. for the school) -Face Book Parent Communication Post Details
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>FY21 JCHS athletic and fine arts demographic data shows that the following students participate in each category: 178 male, 220 female, 182 black, 200 white, 7 Hispanic, 8 multi-racial, and 1 Asian with multi-racial and Asian subgroups being too few students to calculate.</p> <p>FY21 JCHS Clubs (FFA, FBLA, FCCLA, BETA, Student Council) demographic data breakdown: 155 make, 180 female, 94 black, 5 Hispanic, 2 multi-racial, 232 white, and 2 Asian with multi-racial and Asian subgroups being too few students to calculate. School sponsored clubs are under the sponsorship, direction, and control of staff members and meet for common goals, objectives and purposes. Club sponsors hold membership drives each fall and provide incentives for student to join. Students are never withheld membership for finical reasons.</p> <p>FY21 JCHS CTAE Pathway Completer data breakdown: 30 male, 25 female, 18 blacks, 2 multi-racial, 34 white, and 1 Asian with multi-racial and Asian subgroups being too few students to calculate. Our feeder school enrolls all student in connections classes each year and rotates them through each CTAE department, which offers them exposure to the different area. All high school students are given equal opportunities to enroll in all available pathways. Successful completion of each course allows them to continue in their chosen pathway. CTAE classes are made up of both male and female students from a variety of ethnic background. CTAE department continually strives to diversify the student populations in each area through guest speakers, field trips, and hand-on experiences.</p> <p>All students at Johnson County High School have an equal opportunity to meet with Mrs. Shepard, She provides individual counseling and crisis intervention to students as needed. In addition, the APEX program is available to students who need more in depth counseling.</p> <p>JCHS has eight students classified as homeless (3 males, 5 females, 2 blacks, and 6 white students). The school counselor maintains academic growth monitoring for each student to ensure equal access to an appropriate secondary education and support services. Not only academic issues, but behavioral and emotional concerns are documented three times a year. This process supports homeless children in receiving credit for full or partial coursework. The district will ensure homeless youths are awarded full and / or partial credit for all coursework satisfactorily completed while attending Johnson County Schools.</p> <p>JCHS has one white, female foster care student. The school counselor maintains academic growth monitoring for foster care student. Not only academic issues, but behavioral and emotional concerns are documented three times a year. Additionally, progress is particularly given to foster care during the At-Risk progress monitoring for each school. Any foster care student with less than satisfactory progress has a folder maintained by the school counselor which may include the RTI/ MTSS tiered support of intervention.</p> <p>Parent engagement at the high school has increased due to the pandemic and an increase of virtual meeting options. Each parent meeting/workshop is advertised in at least three different ways (Face Book, newspaper, Remind, call out system, flyers, electronic sign, etc) to ensure that the maximum amount of parents are reached. Sign-in sheets for in-person meetings and Face Book post details for virtual meetings serve as documentation of attendance. All parent and family engagement artifacts are housed in the school's notebook located in</p>
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	the front office.
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What achievement data did you use?	2019 CCRPI Report Content Mastery and Achievement Levels Graduation Rate- 4 Cohort Data Pathway Completers Reading Inventory Scores Dual Enrollment Numbers
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What does your achievement data tell you?	<p>2019 CCRPI Report http://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html -Content Mastery: The school showed improvement in all areas except math (ELA +5.32, math - 2.70, science +14.54, social studies +6.62). -Achievement Levels: 29% or more of the students in each content area scored proficient or advanced and less than 40% in each area fell in the beginner range. (Advanced/Proficient percentages: ELA 44.94, Math 31.29, Science 37.5, and Social Studies 29.56 Beginner percentages: ELA: 19.62, math 28.57, science 22.5, social studies 39.62) Four Year Graduation Rate:For the last three years, the graduation rate has been above the state average 93.26 in FY18, 88.17 in FY 19, and 90.3 in FY 20. Pathway CompletersThis data has remained relatively consistent with 2019 (57), 2020 (61), and 2021 (55). The FY 21 demographic pathways completer data is black 18, white 34, male 30, and female 25. Reading InventoryThe percent of students scoring proficient or higher per grade level are 9th grade 55%, 10th grade 57%, 11th grade 36%, and 12th grade 53%. Dual Enrollment Numbers:This year our total number of dual enrollment students (42) increased by 6 students, the certificate level (17) decreased by one and the diploma level (25) increased by seven students.</p>
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What demographic data did you use?	Enrollment by Subgroups Programs Report from GOSA Directly Certified (School Level) report from GOSA (Scroll down until you reach this report) Student Mobility Rates by School from GOSA (Scroll down until you reach this report) Enrollment by Subgroup Programs Report GOSA
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<p>What does the demographic data tell you?</p>	<p>The student demographic for FY20 school year were Asian 2, Black 131, Hispanic 9, Multi-Racial 6, White 202, economically disadvantaged 350, female 168, male 182, and students with disability 44 out of 350 students. During this school year, the Multi-Racial students had the high percentage of chronic absenteeism at 33.3% followed by the Hispanic students at 11.1%. 100% of our students are provided free/reduced meals per meeting eligibility as Community Eligibility Provision (CEP) school district.</p> <p>The Directly Certified School Level Report includes the percent of students receiving SNAP/TANF, and the percent classified as Homeless, Unaccompanied Youth, Foster and Migrant. In FY19 38% of our students were identified with 39% as the state average and in FY20 40.1% were identified with 37.4 as the state average. Our percentages are increasing while the state is decreasing.</p> <p>The Student Mobility Rates for FY19 was 6.4 and FY20 was 6.5. The numbers remain consistent from year to year.</p> <p>The Enrollment by Program Report tells us during the FY20 school year we had the following percentage in each category: 0% ESOL, 32.9% Remedial Education, 12.8% Special Education, 13% gifted, 3.7% Alternative Programs, and 90.5% Vocational Lab.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> -Aligning assessments with curriculum standards, implementing grading practices that provide an accurate indication of student progress on standards -Providing a collaborative process used regularly for curriculum planning, providing a supportive and well-managed environment conducive to learning -Uses appropriate, current technology to enhance learning <p>Weaknesses:</p> <ul style="list-style-type: none"> -Establishing and communicating clear learning targets and success criteria -Establishing a learning environment that empowers student to actively monitor their own progress, providing timely, systematic, data-driven interventions -Using common assessments aligned with the required standards to monitor student progress, inform instructions, and improve teacher practices -Implementing a process to collaboratively analyze assessment results to adjust instruction -Differentiating instruction to meet the specific learning needs of students using multiple means of representation, engagement, action, and expression and including pervasive practices of remediation, enrichment, and acceleration. -Inconsistently implementing SBC instructional practices -According to the JOCO Needs Assessment Survey, SEL objectives need to be integrated into instructional content and teaching strategies for academic areas, including music art, and physical education. (52% Not yet started planning or implemented)
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment -Builds and sustains relationships to foster the success of students and staff -Monitors and evaluates the performance of teacher and other staff using multiple data sources. <p>Weaknesses:</p> <ul style="list-style-type: none"> -Establishes and supports a data-driven school leadership team that is focused on student learning. -A comprehensive system is inconsistently implemented to provide teachers
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Strengths and Challenges Based on Trends and Patterns

	<p>and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance (lesson plans, teaching, etc.).</p> <ul style="list-style-type: none"> -Inconsistent admin visibility in classrooms -According to the JOCO SEL Needs Assessment Survey: -We need a SEL team led by stakeholder who represent the school, parents, and community (44% not yet started planning or implemented). -We need to dedicated time regularly for all students to cultivate, practice, and reflect on social and emotional competencies in developmentally appropriate and culturally appropriate ways (41% Not yet started planning or implemented).
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> -Allocates resources and establishes systems to support and sustain effective professional learning. -Uses multiple professional learning designs to support the various learning needs of the staff -Monitors and evaluates the impact of professional learning on staff practices and student learning -Builds leadership capacity through shared decision-making and problem-solving -Aligns professional learning with needs identified through analysis of a variety of data <p>Weaknesses:</p> <ul style="list-style-type: none"> -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance. -Defining expectations for implementing professional learning -Lack of a process to collaboratively analyze assessment results to adjust instruction within PL and Departmental Meetings -PD needed to prepare teachers to present explicit lessons that teach/model appropriate social and emotional skills -PD plan needed for SEL that offers staff regular opportunities to cultivate adult SEL and learn how to promote SEL for students (44% not implemented according to the JOCO SEL Needs Assessment survey) -According to the JOCO SEL Needs Assessment Survey we need to plan regular opportunities for staff to cultivate their own social, emotional, and cultural competence, collaborate, build relational trust, and maintain a strong community. (48% Not yet started planning or implemented)
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Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> - The school has created an environment that welcomes, encourages, and connects family and community members to the school - Most structures that promote clear and open communication between the school and stakeholder have been effectively established and implemented. - According to the April 2021 Parent Satisfaction Survey, most (87%) high school parents feel informed. <p>Weaknesses:</p> <ul style="list-style-type: none"> - The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement, causing parents to feel less intimidated by high school curriculum. - The perception exists that literacy is not a focus for many high school parents. - According to the JOCO SEL Needs Assessment Survey: <ul style="list-style-type: none"> - We need to plan multiple means of communication to support consistent two-way SEL communication between the SEL team and stakeholders (59% not yet started planning or implemented). - Families and school staff need to have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development (48% Not yet started planning or implemented) - School staff and community partners need to align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time (55% Not yet started planning or implemented)
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> - Evidence exists that a culture of trust and respect has been established. - A supportive and well-managed environment conducive to learning is evident in most classrooms. - A common vision and mission have been developed through a collaborative process, communicated to stakeholders, and helps define the culture of the school. <p>Weaknesses:</p> <ul style="list-style-type: none"> - The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff. - Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school. <p>- According to the JOCO School Wide SEL Needs Survey:</p> <ul style="list-style-type: none"> - Our SEL team needs to develop an implementation plan that is integrated into school wide and PBIS planning that is referenced and revised regularly (55% Not yet started planning or implemented) - We need to seamlessly integrate SEL into a continuum of academic and behavioral multi-tiered supports, which are available to ensure that all students needs are met (48% Not yet started planning or implemented)
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Strengths and Challenges Based on Trends and Patterns

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The Enrollment by Program Report from GOSA tells us during the FY20 school year our Gifted and SPED numbers were almost equal. In addition, almost every student worked in a vocational lab. Our percentage of economically disadvantaged students who graduate and complete their Pathway is higher than the state percentage. 100% of our students are provided free/reduced meals per meeting eligibility as Community Eligibility Provision (CEP) school district. Our dropout rate for economically disadvantaged students is lower than the state percentage.
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We need to increase the number of students scoring proficient/advanced and decrease the number of student scoring in the beginner range on Milestones. For pathway completion, the black subgroup (18 students) lags behind the other subgroups with white (34 students), male (30), and female (25). Other demographic areas were too small to calculate. 50% of our students scored Proficient or higher on the Reading Inventory Assessment
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<ul style="list-style-type: none"> -Balanced number of gifted (13.1%) ≥ Special Education (12.8%) students in the high school -Using the FY19 CCRPI report: -special education students scored 89.8% and economically disadvantaged 89.3% for attendance. -the economically disadvantaged subgroup met 6% improvement target in ELA, Science and Social Studies -the economically disadvantaged subgroup had 92.86% for pathway completion -On the April 2021 Reading Inventory Assessment, 74% of our economically disadvantaged students scored basic
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Challenges	<ul style="list-style-type: none"> -With 2 inclusion teachers it is hard to develop content specific specialized instruction/DI -On the April 2021 Reading Inventory Assessment, -17% of our students scored proficient and 30% of our students scored basic -53% of our economically disadvantaged students scored \geq proficient -Using the FY19 CCRPI report: -special education students scored 60% in ELA and 76.19% SS as beginner learners -45.9% of economically disadvantaged students are college and career ready -62.5% of special education student graduated within their 4-year cohort
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Social Emotional Learning for staff and students
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	We know that an intense focus on social emotional learning is needed due to student/staff absences and a high rate of learning loss measured by At Risk List numbers. We also have the JOCO School Wide SEL Needs Assessment Inventory data to support this claim. Unknown was marked because the Inventory has only been given once.
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Overarching Need # 2

Overarching Need	Literacy with a focus on Vocabulary and Writing Across the Curriculum
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 3

Overarching Need	The achievement gap increased due to learning loss
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Social Emotional Learning for staff and students

Root Cause # 1

Root Causes to be Addressed	Staff and Students missed class time due to absences (Supportive Learning Environment)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of a PD plan that offers staff regular opportunities to cultivate adult SEL and learn how to promote SEL for students (Professional Capacity)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children

Root Cause # 2

Impacted Programs	Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of teaching strategies and modeling SEL objectives in instructional content for academic areas including art, music, and physical education. (Coherent Instruction)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Regularly scheduled time is not allotted for students to cultivate, practice, and reflect on SEL competencies in developmentally appropriate and culturally appropriate ways. (Effective Leadership)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program

Root Cause # 4

Impacted Programs	Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Inconstant collaboration between families and school staff to support students' social, emotional, behavioral, and academic development. (Family Community Engagement)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Literacy with a focus on Vocabulary and Writing Across the Curriculum

Root Cause # 1

Root Causes to be Addressed	Inconsistent standards based classroom instructional practices (Coherent Instruction)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Root Cause # 1

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Inconsistent focus on/implementation of literacy strategies (Professional Capacity)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Limited MTSS student support due to it being a planning year in the high school (Supportive Learning Environment)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 3

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	The perception is that stakeholders do not place as high a priority on literacy in the lives of high school students as they do students in younger grades. (Family & Community Engagement)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	A comprehensive system is inconsistently implemented to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance (lesson plans, teaching, etc.). (Effective Leadership)
This is a root cause and not a contributing cause or symptom	Yes

Root Cause # 5

This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - The achievement gap increased due to learning loss

Root Cause # 1

Root Causes to be Addressed	Inconsistent differentiated instruction to meet the specific learning needs of students using multiple means of representation, engagement, action, and expression including pervasive practices of remediation, enrichment, and acceleration. (Coherent Instruction)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of a process to collaboratively analyze assessment results to adjust instruction within PL and Departmental Meetings (Professional Capacity)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Data driven interventions were not timely or systematic (Supportive Learning Environment)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement, causing parents to feel less intimidated by high school curriculum. (Family & Community Engagement)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	School leadership focused on SEL rather than academic student learning due to the pandemic. (Effective Leadership)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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School Improvement Plan 2023 - 2024



**Johnson County
Johnson County High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Johnson County
School Name	Johnson County High School
Team Lead	Reid Bethea
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Social Emotional Learning for staff and students
Root Cause # 1	Inconstant collaboration between families and school staff to support students' social, emotional, behavioral, and academic development. (Family Community Engagement)
Root Cause # 2	Lack of a PD plan that offers staff regular opportunities to cultivate adult SEL and learn how to promote SEL for students (Professional Capacity)
Root Cause # 3	Lack of teaching strategies and modeling SEL objectives in instructional content for academic areas including art, music, and physical education. (Coherent Instruction)
Root Cause # 4	Regularly scheduled time is not allotted for students to cultivate, practice, and reflect on SEL competencies in developmentally appropriate and culturally appropriate ways. (Effective Leadership)
Root Cause # 5	Staff and Students missed class time due to absences (Supportive Learning Environment)
Goal	By the end of 2025, the number of students who effectively apply the knowledge, attitudes, and skills necessary to understand and improve social-emotional learning will increase by 3% each year as measured by Satchel data.

Action Step # 1

Action Step	Schedule time for all students and staff to cultivate, practice, and reflect on SEL competencies in developmentally and culturally appropriate ways.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Method for Monitoring Implementation	SEL implementation schedule for staff and students, PD sign-in sheets/agendas, lesson plans
Method for Monitoring Effectiveness	Satchel data will increase 3% each year.
Position/Role Responsible	Building Admin
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Offer staff opportunities to cultivate adult social emotional learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Sign-in sheets and agendas
Method for Monitoring Effectiveness	Satchel data will increase 3% each year.
Position/Role Responsible	Instructional Coach and School Admin
Timeline for Implementation	Quarterly

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

Action Step	Provide professional development for staff members to learn how to promote social emotional learning for students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Sign-In Sheets and Agendas
Method for Monitoring Effectiveness	Satchel data will increase 3% each year.
Position/Role Responsible	Instructional Coach and School Admin
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Teach and model SEL objectives and strategies in instructional content areas.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 4

Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson Plans and Satchel Data
Method for Monitoring Effectiveness	Satchel data will increase 3% each year.
Position/Role Responsible	Teachers, Instructional Coach, and Building Admin
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide incentives for staff and student attendance.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	School Calendar, Attendance data for staff and students
Method for Monitoring Effectiveness	Satchel data will increase 3% each year.
Position/Role Responsible	PBIS Team, Leadership Team, and Building Admin
Timeline for Implementation	Monthly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Conduct parent workshops focused on building relationships and fostering collaboration between families and school staff to support students' social, emotional, behavioral, and academic development.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation	Agendas, Sign-In Sheets, Calendar
Method for Monitoring Effectiveness	Satchel data will increase 3% each year.
Position/Role Responsible	District Parent Liaison, School Counselor, PBIS Team, IC, School Admin
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Implement Satchel within high school courses.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson Plans and Satchel Data
Method for Monitoring Effectiveness	Satchel data will increase 3% each year.
Position/Role Responsible	Teachers, IC, and Building Admin
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Facilitate consistent POD observation and feedback.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 8

Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	POD Google Classroom Form and Data
Method for Monitoring Effectiveness	Satchel data will increase 3% each year.
Position/Role Responsible	Building Admin and IC
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Protect instruction time by following PBIS protocol.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PBIS Reports
Method for Monitoring Effectiveness	Satchel data will increase 3% each year.
Position/Role Responsible	Teachers, PBIS Team and Building Admin
Timeline for Implementation	Monthly

Action Step # 9

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Literacy with a focus on Vocabulary and Writing Across the Curriculum
Root Cause # 1	A comprehensive system is inconsistently implemented to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance (lesson plans, teaching, etc.). (Effective Leadership)
Root Cause # 2	Inconsistent focus on/implementation of literacy strategies (Professional Capacity)
Root Cause # 3	Inconsistent standards based classroom instructional practices (Coherent Instruction)
Root Cause # 4	Limited MTSS student support due to it being a planning year in the high school (Supportive Learning Environment)
Root Cause # 5	The perception is that stakeholders do not place as high a priority on literacy in the lives of high school students as they do students in younger grades. (Family & Community Engagement)
Goal	By the end of the 2025 school year, there will be a 3% yearly increase of high school students performing at or above proficient as measured by Reading Inventory Data.

Action Step # 1

Action Step	Focus on evidence based vocabulary strategies in all content areas.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Lesson Plans, Collaboration Minutes, Lesson Plan Feedback, PODS Data, Quarterly RI Reports
Method for Monitoring Effectiveness	Students scoring proficient or above on the RI assessment will increase by 3% each year.
Position/Role Responsible	Teachers, Department Chairs, IC, Building Admin
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Focus on writing in all content areas.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Lesson Plans, Collaboration Minutes, Lesson Plan Feedback, PODS Data, Quarterly RI Reports, Student Work Samples
Method for Monitoring Effectiveness	Three percent yearly increases of students scoring proficient or above on the RI assessment.
Position/Role Responsible	Teachers, Department Chairs, Instructional Coach and School Admin
Timeline for Implementation	Quarterly

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

Action Step	Inform staff/students of RI progress and provide students with incentives.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Lexile Data Sheets, Thermometers, School Calendar, and Incentive Artifacts
Method for Monitoring Effectiveness	Three percent yearly increase of students scoring proficient or higher on the RI assessment.
Position/Role Responsible	ELA Department, Instructional Coach and School Admin
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Provide staff with written lesson plan commentary that is timely and targeted to address individual needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Subgroups	N/A
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Lesson Plan Feedback Forms
Method for Monitoring Effectiveness	Three percent yearly increase of students scoring proficient or higher on the RI assessment.
Position/Role Responsible	Instructional Coach and Building Admin
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide observation feedback that is timely and targeted to address individual needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Observation Schedule and Forms
Method for Monitoring Effectiveness	Three percent yearly increase of students scoring proficient or higher on the RI assessment.
Position/Role Responsible	Building Admin and IC
Timeline for Implementation	Monthly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide differentiated professional learning based on teacher surveys, focus walks and lesson plan feedback data for literacy best practices (Thinking Maps, Vocabulary Strategies, Writing, Students Self-Monitoring Progress with Rubrics).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Agendas, Sign-In Sheets, Calendar, Admin Teacher Referrals
Method for Monitoring Effectiveness	Three percent yearly increase of students scoring proficient or higher on the RI assessment.
Position/Role Responsible	IC and School Admin
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Hold parent workshop on improving literacy, interpreting Lexile scores, and educating parent on student's Lexile goals.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Agendas, Sign-In Sheet Parent Surveys
Method for Monitoring Effectiveness	Three percent yearly increase of students scoring proficient or higher on the RI assessment.
Position/Role Responsible	ELA Teachers, Parent Liaison, School Admin
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Protect instruction time by following PBIS protocol.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 8

Subgroups	Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PBIS Reports
Method for Monitoring Effectiveness	Satchel data will increase 3% each year.
Position/Role Responsible	Teachers, PBIS Team and Building Admin
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Conduct regular MTSS meetings.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Schedule, sign-in sheets, meeting minutes
Method for Monitoring Effectiveness	Three percent yearly increase of students scoring proficient or higher on the RI assessment.
Position/Role Responsible	MTSS Coordinator and School Admin
Timeline for Implementation	Quarterly

Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Blended learning opportunities through computer assisted instruction for credit recovery.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Computer reports and monthly observations
Method for Monitoring Effectiveness	Three percent yearly increase of students scoring proficient or higher on the RI assessment.
Position/Role Responsible	Admin, IC, credit recovery teacher
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	The instructional coach will provide instructional modeling and lab classrooms based on teacher perception and observation data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation	agenda, sign-in sheets
Method for Monitoring Effectiveness	Three percent yearly increase of students scoring proficient or higher on the RI assessment.
Position/Role Responsible	admin, IC
Timeline for Implementation	Monthly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	The achievement gap increased due to learning loss
Root Cause # 1	Data driven interventions were not timely or systematic (Supportive Learning Environment)
Root Cause # 2	Inconsistent differentiated instruction to meet the specific learning needs of students using multiple means of representation, engagement, action, and expression including pervasive practices of remediation, enrichment, and acceleration. (Coherent Instruction)
Root Cause # 3	Lack of a process to collaboratively analyze assessment results to adjust instruction within PL and Departmental Meetings (Professional Capacity)
Root Cause # 4	School leadership focused on SEL rather than academic student learning due to the pandemic. (Effective Leadership)
Root Cause # 5	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement, causing parents to feel less intimidated by high school curriculum. (Family & Community Engagement)
Goal	By the end of 2025, student achievement data will increase by 3% each year as measured by Milestone data in all content areas.

Action Step # 1

Action Step	Provide timely, systematic, data driven interventions and/or enrichment to support the student's learning goals.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson Plan Feedback, Focus Walk Observations, Collaboration Minute
Method for Monitoring Effectiveness	Milestone data will increase three percent yearly in all content areas.
Position/Role Responsible	Principal, IC, Teachers
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Collaboratively analyze assessment results to adjust instruction within Departmental Meetings and Professional Learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Data Notebooks, Collaboration Minutes, Lesson Plans, Vertical Alignment meeting minutes
Method for Monitoring Effectiveness	Milestone data will increase three percent yearly in all content areas.
Position/Role Responsible	Teachers, IC, Admin
Timeline for Implementation	Weekly

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

Action Step	Provide differentiated professional learning based on focus walk data, lesson plan feedback data, and teacher surveys for standards based instruction (using formative assessments to drive instruction, standards based feedback, instructional framework, DOK alignment with activities/assessments, learning targets/success criteria).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Focus Walks, Agendas, Sign-In Sheets
Method for Monitoring Effectiveness	Milestone Data will increase three percent yearly in all content areas.
Position/Role Responsible	Instructional Coaches, Administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Conduct regular MTSS meetings.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Schedule, sign-in sheets, meeting minutes
Method for Monitoring Effectiveness	Milestone data will increase three percent yearly in all content areas.
Position/Role Responsible	MTSS Coordinator and School Admin
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Schedule parent workshops focused on developing the capacity of families to use support strategies at home that will enhance academic achievement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation	Agendas, sign-in sheets, parent surveys
Method for Monitoring Effectiveness	Milestone data will increase three percent yearly in all content areas.
Position/Role Responsible	Principal, district parent liaison, teachers
Timeline for Implementation	Yearly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide blended learning opportunities through computer assisted instruction for credit recovery.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Computer Reports and Observations
Method for Monitoring Effectiveness	Milestone data will increase three percent yearly in all content areas.
Position/Role Responsible	Admin, IC, and Credit Recovery Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Provide staff with written lesson plan commentary that is timely and targeted to address individual needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Method for Monitoring Implementation	Lesson Plan Feedback and Focus Walks
Method for Monitoring Effectiveness	Milestone data will increase three percent yearly in all content areas.
Position/Role Responsible	Administration and Instructional Coach
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Provide observation feedback that is timely and targeted to address individual needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 8

Systems	Effective Leadership
Method for Monitoring Implementation	Observation Schedule and Feedback Forms
Method for Monitoring Effectiveness	Milestone data will increase three percent yearly in all content areas.
Position/Role Responsible	Building Admin
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	The instructional coach will provide instructional modeling and lab classrooms based on teacher perception and observation data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Agendas, sign-in sheets, data
Method for Monitoring Effectiveness	Milestone data will increase three percent yearly in all content areas.
Position/Role Responsible	Administration, Instructional Coach
Timeline for Implementation	Monthly

Action Step # 9

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Leadership team members which included teachers, teacher leaders, paraprofessionals, school leaders, instructional coaches, and parents completed survey, worked together in cohort groups to answer questions, and provided key input to complete the Comprehensive Needs Assessment and finalizing the school improvement plan. The plan will also be shared with all staff during professional learning communities at least bi-annually.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The school has recruited experienced teachers who have taught their content more than 5 years so that all classes are not taught by induction level teachers. These teachers have been assigned with a teaching schedule that provided direct instruction to our students. The intervention teachers have more than 10 years experience working with students with to close learning gaps.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>The school has veteran intervention and credit recovery teachers with experience working with students that are at-risk for academic and behavioral issues. These students are provided with Math and/or Reading intervention support, options to earn missing credits, and PBIS support in a small group setting. In addition, our school has an instructional coach (IC) who works directly with teachers and students in lab classroom and through professional development. The IC ensures evidence based instructional strategies are implemented by practicing, explicitly teaching, modeling, facilitating teachers learning/practice, observing/providing feedback, and monitoring impact on student learning.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>The school has identified students based on benchmark assessments in content courses in high school three times a year (beginning ,middle, and end of year assessment). English department used Reading Inventory to benchmark student Lexile scores and reading comprehension. Students received intervention support based on this criteria.</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>NA</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Johnson County High School uses several strategies to assist student transitions. JCHS implements measures to ensure student success as they transition to Johnson County High School. Reading and math interventions are based on individualized, identified student weaknesses and will take place during content class periods based on formative assessment data. Beginning as early as 6th grade, our school starts working on the transition between middle school and high school. Our sixth graders complete a career-related assessment focusing on the students' top interest areas and connecting these with careers. This is led by the counselor. In 7th grade, students begin learning about Career Clusters and career pathways. They also complete career-related assessments where they begin narrowing down CTAE career pathway options for high school. Finally, in 8th grade students learn about various post-secondary degrees/certificates and connect this to an individual graduation plan. This plan is completed by each student, reviewed by parents, and approved by the counselor. Our school has also implemented the REACH scholars program which affords selected students to receive mentors throughout school and awards them a scholarship to a college their Senior year. Since our school is a combination Middle/High school, middle school students have ample opportunities for social support and peer interactions with upper level students and high school personnel. This is very helpful in making students feel welcomed in high school and minimize apprehension students may have in entering high school. Through our career guidance program, our school is promoting higher education. Each year speakers and college/military recruiters expose students to career and college options. Students are able to connect what they have learned through guidance activities to actual college campus tours, etc. Classroom guidance activities are held throughout the year exploring and planning post-secondary options. Each year we host many workshops for students and their parents to attend that help support and prepare student transitions to post-secondary school. The workshops included Financial Aid Night, Dual Enrollment, Senior Parent Night, etc. Our school participates in "Apply to College Day" in November of each year. Activities are planned throughout the week where staff and students participate. Monthly lunch room setups by college representatives are held to promote post-secondary options. The counselor also keeps an open door policy to encourage students and parents to get involved and seek assistance with</p>
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	<p>transition needs for Middle to High School and transition from high school to post-secondary school. The school counselor has a classroom sized office that is setup with career and college-related information that is accessible to parents, students, and staff. The counselor's office is open during normal school hours. The counselor displays the most current information available to them. There is a computer in room for student to use to apply to college, complete FAFSA information, register for the SAT, etc. Our school also implements the bridge bill advisory requirements which involve student creating an Individual Graduation Plan (IGP). Students are highly encouraged to complete pathways and are recognized at graduation with cords signifying the CTAE pathway completion area. In an attempt to address students' interest in pathways not offered at school , the local technical college provide student pathway completion options through Dual Enrollment. These post-secondary schools do multiple presentations in classroom settings and lunch room visits with a booth setup. Our school has also utilized the You Science program. This program is very beneficial in helping students fine tune career choices by looking at individual interest as well as individual aptitudes.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>The school uses the Positive Behavioral Intervention and Supports system to decrease the number of student discipline. Student discipline has decreased by utilizing a reward system to reinforce student positive behavior. The JCHS PBIS team works diligently to maintain a strong program through implementing effective incentives, faculty student sport competitions, and "Student of the Month" incentives. A monthly review of data and trends show increased classroom interventions with a reduction of office referrals. JCHS specifically looks at subgroup data to determine any discrepancies in data</p>
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ADDITIONAL RESPONSES

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