School Improvement Plan
2025 - 2026



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)	
✓	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	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 2026, 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)?	!--a=1--!--a=1--!--a=1--!--a=1--

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)?	!--a=1--!--a=1--!--a=1--!--a=1--

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)?	!--a=1--!--a=1--!--a=1--!--a=1--

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)?	!--a=1--!--a=1--!--a=1--!--a=1--

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)?	!--a=1--!--a=1--!--a=1--!--a=1--

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)?	!--a=1--!--a=1--!--a=1--!--a=1--

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)?	!--a=1--!--a=1--!--a=1--!--a=1--

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
Systems	Effective Leadership Professional Capacity

Action Step # 8

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)?	!--a=1--!--a=1--!--a=1--!--a=1--

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

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)?	!--a=1--!--a=1--!--a=1--!--a=1--

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 2026 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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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 N/A

Action Step # 4

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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 Student with Disabilities

Action Step # 8

Subgroups	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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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 2026, 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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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)?	!--a=1--!--a=1--

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

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)?	!--a=1--!--a=1--

3. REQUIRED QUESTIONS

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

Required Questions

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).	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.!--a=1--!--a=1--

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.	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.!--a=1--!--a=1--

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).	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.!--a=1--!--a=1--

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.	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.!--a=1--!--a=1--

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	NA!--a=1--!--a=1--

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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	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 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.!--a=1--!--a=1--

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.	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!--a=1--!--a=1--

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	!--a=1--!--a=1--