



Overarching Goal

Jordan High will improve its overall academic performance and preparation of its students for post-high school success by increasing graduation rates, attendance rates, and literacy skills.

School Community Council Involvement in the CSIP

School Community Councils play an integral part in the development and monitoring of CSIP goals. Please briefly describe the participation of SCC members in the development process of this CSIP:

The School Community Council examined graduation data, attendance data, and D/F data of all Jordan High students. It also examined various sub-groups within these data sets (e.g. low-income students, English Language Learners, Special Education students, and students of color). The data provided information to formulate the goals and the focus for Jordan High for the 2018-2019 school year. The Trust Lands Plan then directed money to help Jordan High achieve these school improvement goals.

Academic Goal

Problem Statement

Our primary concern is that our graduation rate is stagnant for all groups at Jordan High School primarily because they fall into a pattern of low achievement and failure rates early on. These students typically start high school with higher attendance rates but begin to disengage from school as they are struggling to read and receive the appropriate supports needed to be successful. This leads to a pattern of failure that makes it difficult for off-track students to get back on-track.

SMART Performance Goal

Jordan High School will increase its graduation rate from the 2017-2018 rate by 1%.

What evidence-based instructional strategy will be your focus for the year?

Structured academic discussions will be the focus schoolwide, as they fit into the WICOR strategies for writing, inquiry, collaboration, and reading. As we continue to implement AVID reading and writing strategies, the academic discussions (which fall under the WICOR category of collaboration) facilitate students as they utilize texts to support arguments, and they can use these discussions as a springboard for improving their writing skills.

What system structures/routines/procedures (if any) will need to be added, altered, or omitted?

We will focus professional development on these structured academic discussions and tie them to the AVID reading, writing, and collaboration strategies so that teachers see this as one more tool that they have available to maximize student learning.

Learning Goal(s)—What are teachers expected to learn and implement in the classroom?

Teachers will be expected to learn how to successfully implement a structured academic discussion in their classroom. We will measure teachers' progress by examining the amount of student talk during a given observation, and we will utilize a WICOR walkthrough tool to determine how successfully the reading and writing components are further incorporated into these discussions.

How will progress toward this goal be measured?

- 1) The graduation rate will be measured.
- 2) The Data Dashboard will be used to track the percentage of students on track for graduation at each grade level. We will try to compare this data to prior years' data to determine if we have more students on track with respect to grades, GPA, and overall credits earned.
- 3) The Data Dashboard will be used to monitor the percentage of students who are on-track with respect to D's and F's, and we will work to increase this percentage by at least 1% each quarter when compared with quarterly data for the 2017-2018 school year.
- 4) Because we have noticed that Special Education students and English Language Learners constitute a large number of our "off-track" students with respect to graduation, we will carefully monitor these groups using quarterly data to see if we are making progress over 2017-2018 quarterly percentages.
- 5) We will utilize Reading Inventory data to improve reading proficiency rates by 3%. We will also measure the progress of students enrolled in our reading intervention class to ensure that they are building basic literacy skills that will help them be successful in other academic areas. 80% of students enrolled in the reading class should improve their lexile score by 100 points or more.

How and when will progress be communicated with stakeholders?

The following data pieces will be tracked and shared monthly to the BLT/Department Chairs, School Community Council, and faculty:

- 1) D and F data broken down by quarter and by sub-group.
- 2) On-track for graduation data broken down by grade level and sub-group (special education, ELL students, low-income students, etc.).
- 3) Reading Inventory scores for all students. This test will be administered three times a year to measure our progress.

Current School Year Professional Development/Coaching Action Plan

| Tasks/Action Steps/Events | Timeline | Person Responsible |
|---|---|---|
| Enroll students who score in the basic or below basic category on the Reading Inventory into a Read 180 course; provide professional development to reading teachers. | By August 2018 | Coaches, Administration, and Counselors |
| Provide professional development to teachers in Structured Academic Discussions. | Begin August 2018 and finish by February 2019 | Coaches, Administration, AVID Coordinator |
| Continue to provide professional development in WICOR strategies. | Begin August 2018 and finish by February 2019 | Coaches, Administration, AVID Coordinator |
| Provide walk-through data and individual coaching to teachers | By March 2019 | Coaches and Administration |
| Track data for graduation rates, D and F rates, GPAs, and RI scores | At least monthly | Coaches and Administration |

Budget

| Expenditure | Cost | Source |
|---|--------|-------------------------------------|
| 4 sections reading intervention classes | 37,600 | School Trust Lands |
| 4 sections English Language Development | 37,600 | School Trust Lands |
| 6 sections of AVID | 65,000 | School Trust Lands |
| 2 20-hour reading aides | 20,000 | School Trust Lands |
| 200 licenses of Read 180 | 95,000 | School Trust Lands & Textbook Funds |

School Climate Goal

Problem Statement

Jordan High School has students that do not feel connected to the school and therefore are not attending. 30% of our students have a high rate of absenteeism. More interventions need to be put in place to pull students that are at-risk into the on-track category. This can be done by teachers having more personal relationships with students, making their classes more engaging, and creating contracts with students with tangible rewards for improvements in attendance and grades.

SMART Performance Goal

Jordan High will increase the percentage of students who are on track (meaning a student has fewer than 18 absences in a school year) for attendance by 1% from 2017-2018 measurements.

What climate enhancing support will be your focus for the year?

Jordan High will focus on building positive relationships with students. We will continue to use our PBIS structure to set expectations for students. More importantly, we will be training our staff in culturally relevant curriculum and pedagogy (as provided by AVID) so that all students feel safe, valued, and challenged, no matter their background. We will also utilize an attendance tracker to help students to set attendance goals if they are at-risk of becoming chronically absent.

What system structures/routines/procedures (if any) will need to be added, altered, or omitted?

Jordan High needs to implement more specific ways to explicitly teach students about our HEART rules and expectations. We need to provide short lessons or videos for teachers so that our expectations can be addressed at least monthly.

Learning Goal(s) - What are teachers expected to learn and implement in the classroom?

Teachers will be expected to participate in professional development that addresses culturally relevant curriculum and pedagogy. Teachers will also be trained in how to implement specific behavior interventions that are connected to the specific behaviors they are seeing and will learn to track data easily on these behaviors.

How will progress toward this goal be measured?

- 1) Attendance rates will be measured each quarter and compared with 2017-2018 data.
- 2) A school climate survey will be created to measure students' overall feelings and connectedness to the school; the goal will be to improve our scores in our two lowest scoring areas by 3% over the course of the year.
- 3) We will also use the CTFI and score 80% on Tier 1 and work towards a 20% improvement in Tier 2 over our 2017-2018 scores.

How and when will progress be communicated with stakeholders?

Progress will be communicated monthly with the BLT/Department Chairs, School Community Council, and entire faculty using the following data sets:

- 1) CTFI results
- 2) School climate survey results
- 3) Attendance Data broken down by quarter and by sub-groups (special education, English Language Learners, low-income students, etc.).

Current School Year Professional Development/Coaching Action Plan

| Tasks/Action Steps/Events | Timeline | Person Responsible |
|--|---|---|
| Provide AVID training in culturally relevant teaching to key teacher leaders | June 2018 | Bryn Cook |
| Train entire staff in culturally relevant teaching | Begin August 2018 and finish by February 2019 | Coaches, AVID Coordinator, and Administrators |
| Develop school climate survey | Administer 3 times per year, beginning in September | Ed Tech |
| CTFI administered three times per year | 2018-2019 school year | Coaches |
| Provide additional social and emotional supports for students (i.e. social workers and additional counselor) | By August 2018 | Administration |
| Gather attendance data and compare with 2017-2018 data | 2018-2019 school year | Coaches and Administrators |

Budget

| Expenditure | Cost | Source |
|--------------------------|--------|--|
| Additional social worker | 65,000 | Responsive Services Grant Funding |
| Additional counselor | 65,000 | Comp Guidance FTE Funding & School Trust Lands |
| Attendance Tracker | 10,000 | Allocated FTE for secretaries |
| AVID Training | 10,000 | Instructional Supports Budget |