

JEFFERSON HIGH SCHOOL (1143)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

*Note: All tabs must be activated before they will print*

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Sherry Simmons	Secondary Education Director	ssimmons@sd251.org	<input type="checkbox"/>
Camille Cureton	Principal	ccureton@sd251.org	<input type="checkbox"/>
Rachael Wilson	Teacher	rwilson@sd251.org	<input type="checkbox"/>
Nichole Weekes	Teacher	nweekes@sd251.org	<input type="checkbox"/>
Summer Johnson	Parent	ccureton@sd251.org	<input type="checkbox"/>

Needs Assessment

School Leadership Team

At our school, we discuss various data-related topics, including social and emotional issues, behavior, and academic performance. We also try to identify the root causes of these issues and come up with solutions to address them. As different issues arise throughout the week, we add them to the agenda for discussion.

Our School Leadership Team meets every Friday afternoon, and it includes every staff member. During the meeting, we review data and discuss issues to make informed decisions. Our Principal acts as the team chair, and all staff members are encouraged to share their views and ideas.

During the School Leadership Meeting, we also review academic performance data to ensure that every student is supported with appropriate daily math or reading Intervention based on their ability. Occasionally, our district leadership attends our meetings.

Jefferson High School is home to a diverse student population, which has faced a number of challenges over the years. In order to ensure academic and social success for all of their students, the school administration has implemented several changes over the last five years. These changes have included various plans and approaches aimed at helping students achieve success in all aspects of their academic lives. Unfortunately, the Covid-19 pandemic has had a significant impact on our students and their families, leading to issues with accountability and attendance. Additionally, the school struggles with a high teacher turnover rate, with at least 20% of teachers leaving each year.

Graduation Rate

2015	- 32.4%
2016	- 31.3%
2017	- 36.1%
2018	- 31%
2019	- 32.16%
2020	- 65%
2021	- 59.2%
2022	- 65%
2023	- 65%

The numbers haven't changed much in the last couple of years. Possible reasons: Nature of our student qualifiers as an at risk youth.

School and Community

Academic Achievement

More worrisome...

25% were affected by immediate family death or immediate friend

33% Drugs and Probation

39% Emotional Disorder

10% Momma or Pappa

100% scored Low in Math and Reading on ISAT 20.

## Student Learning Needs

Jefferson High School takes a proactive approach to address the individual learning needs of its students through essential reading and math programs. Every student is required to complete a reading and math screening survey within the first six to twelve weeks of enrollment. The results of these surveys help us determine the best course of action for each student, including placement in remediation or skill development classes, or receiving targeted assistance in regular classes. Students are then provided with direct learning using language arts and math software programs to help them work on the specific areas of skill development. To aid in our intervention strategies, our school uses IXL.com for math, reading, and writing. Additionally, students who have previously failed classes have the option to test out of standards they have already mastered in a core subject, allowing them to focus on the areas they need to improve.

## Core Curriculum

Our primary curriculum is called Summit. We supplement this with teacher-created curricula. We ensure that students have truly learned the material by monitoring their posttests and finals, rather than just looking up answers. If students fail these assessments, we review their notes to determine the root cause of the problem - whether it is due to a struggle

**Core Instruction**

with the subject matter, difficulty with studying, lack of understanding, or simply a lack of interest. Daily intervention classes are available for students to improve their mathematical and English skills. An intervention specialist collects data to review with the faculty, setting goals and providing advice on how to achieve them. Our focus is on helping students succeed.

Every student in the class is given a chance to defend their answers on assessments with the teacher. In case a student fails the test, they can present their notes to the teacher, and the teacher will reteach and/or orally assess individual skills that need to be addressed. Once the student has been re-tutored, they are allowed to retake the test to improve their score.

**Alignment of teaching and Learning**

In our building, there is a culture of collaboration among teachers across all grade levels. Every week, teachers gather for PLC meetings where they discuss students' learning abilities and address any problems that may arise. They work together to teach essential classes like math and English to help students build their knowledge and skills. Additionally, our teachers collaborate with those in the traditional high school during district professional development and on their own time.

**Universal Screening**

At the start, midway and end of the school year, all students in our building go through a screening process to assess their progress using NWEA MAP. The data collected from these assessments is then reviewed by the faculty and staff as a group. Based on this data, we adjust our intervention groups and strategies to

## **Tiered Instruction and Academic Interventions**

ensure that we are meeting the needs of our students and helping them progress.

Our building offers interventions in both math and reading for all students who have more than 5 credits left to graduate. Every day, students receive up to 30 minutes of math interventions and 30 minutes of reading interventions. We use the results from individual screeners to guide personalized interventions. For math and reading interventions, we use IXL, Pearson Math, and novel studies, respectively, to plan and implement lessons. During a dedicated period, intervention groups, which range from 1-5 students in the lowest-performing groups, receive individualized attention. We also conduct regular meetings with the entire faculty and staff to review data, discuss student progress, and adjust intervention groups and strategies.

## **Learning Time**

In our schedule, we have allocated time for reading and math intervention, providing students with the opportunity to enhance their skills at every level. We have a total of 1700 minutes of student contact time per week. Additionally, we have introduced a night school program this year, which has increased our contact time by an additional 480 minutes.

## **Non-Academic Student Needs**

We have several different activities and strategies in place to address the non-academic needs of our students.

### **School Counseling Services**

We have a full-time counselor available on-site five days a week to provide responsive services to our students.

### **College and Career Readiness Services**

Our counselor also serves as our College

and Career Readiness Advisor, along with their mentors (teachers), who meet with our students individually to help determine their post-high school plans.

They can also help with FAFSA, College Applications, and Scholarship information.

#### Psycho-Educational Classes (Small groups)

We offer small group educational classes.

We understand that students in alternative settings often have difficulty with Executive Functioning Skills.

Therefore, we have a second small group dedicated to working on these skills. We use a variety of activities and topics that are tailored to meet the needs of each student.

#### Mentoring Program

Each student in our building is paired with a mentor who assists them with academic and executive functioning goal setting.

The mentor and student meet weekly based on the student's needs.

#### School Companion

We have a school staff member who closely supports students struggling to stay on task and complete work. She tracks academic and behavioral progress and shares it with staff for easy reference.

#### Field Trips and Activities

We organize field trips and activities to help students achieve our 3 targets: Enrolled, Enlisted, or Employed (E3).

### Well-rounded Education

Our school is a unique setting that offers a wide range of classes. Each teacher specializes in a particular field and teaches several classes related to it. We provide various platforms for learning,

such as Summit, book-based, and customized curricula developed by the teachers themselves. If a student requires a specific class, we are well-equipped to provide it. Our teachers constantly work towards earning certifications to teach a wider variety of classes, with the aim of offering more options for our students. Our primary objective is to assist students in earning credits within a reasonable timeframe and help them achieve their graduation goals.

### **Additional Opportunities For Learning**

At Jefferson High School, we believe in preparing our students for life beyond high school by nurturing them to become self-motivated individuals. Our students have the flexibility to learn at their own pace, allowing them to take charge of their own education. We offer courses that focus on creating resumes and cover letters, which help our students prepare for the responsibilities that come after high school. Additionally, we provide guidance to our students on selecting professions, jobs, military service, and colleges. Our school also helps with scholarships for students to achieve their academic and career goals.

Career Mentorship allows students to earn elective credit while setting goals with their employer and developing job skills.

The school regularly invites guest speakers from the local colleges and community to share their knowledge and expertise with the students.

### **School Transitions**

At all levels of the educational system, students need to be able to self-advocate to assist educators to improve instruction to better prepare students for the next level of their educational years.

To enroll in our school, students must meet specific requirements. We conduct a transition meeting with the high school and create a graduation plan upon arrival. Additionally, we assign a mentor to each student.

Through Math and English essentials and frequent testing, PLCs, and the supervision of an intervention supervisor, student performance information allows us as a staff to gauge the academic growth of the student body.

The school has established a teacher office space for teacher discussion and association.

We meet during every scheduled district professional development, which has offered a variety of topics and ideas for an individual teacher's consideration.

Through our needs assessment, we target specific necessary skills for student success.

## Professional Development

## Family and Community Engagement

At Jefferson High School, we have a teacher-student mentoring program that involves community engagement throughout the school year. Every student is assigned a teacher who serves as their mentor and monitors their progress towards graduation. As part of this program, teachers hold face-to-face discussions with parents to learn about their students' "hopes and dreams" for the future and how these aspirations relate to their education. Through these conversations, parents are encouraged to support their children in setting goals that will help them succeed and secure their future.



Our staff holds annual meetings to evaluate the effectiveness of our mentoring program in helping parents and students envision a positive future for themselves. During these meetings, students are asked about their progress towards achieving their short-term and long-term goals. We conduct a comprehensive review of the mentoring program and its advantages every year.

Our school aims to contact all parents while celebrating student success with a parent night. Additionally, students participated in community service events to build relationships.

**Recruitment and Retention of Effective Teachers**

Of the staff of five teachers, 80% are State Certified.

Our admin goes to local Universities and local job fairs to talk with potentially interested teacher candidates interested in working with at-risk high school-age youth.

**Coordination and Integration With Other Programs**

Title one paraprofessional.

The justice system in Jefferson County - Probation Officers.

Outreach Programs for Homeless - Food Pantry.

**Plan Components**

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: **S**pecific, **M**easurable, **A**ttainable, **R**igorous, and **T**ime bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

**Prioritized Needs**

Need	Need	SMART Goal:	<input type="checkbox"/>
1	<div><div>Description:</div><div>Academic Achievement</div></div>	Using the 2024 spring Math and Reading screening surveys, 50% +1 students will score	Remove

10% higher than their fall 2023 score in Math or Reading.

## Evidence-Based Interventions: Discussion Topics

Intervention Strategy # <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
1- Develop and build intervention supports in the schedule.	Moderate Evidence ▼	Evidence suggests that additional time to develop academic skills increase academic success.	A schedule will be built and students rewarded a credit as they attend and participate in the scheduled time.	<input type="checkbox"/>
1- Administer the screening to track students and create a fluid framework in which students move according to skill level.	Moderate Evidence ▼	Evidence suggests that frequent progress monitoring allows students to increase access to only skills they need because they can move in and out of necessary instruction.	Student graphs and/or data boards will show test growth.	<input type="checkbox"/>
1- Create groups of students for instruction according to skill deficit.	Moderate Evidence ▼	Evidence suggests that direct small instruction for students with	Student lists with assigned teachers in smaller groups for students with higher	<input type="checkbox"/>

			academic needs tends to increase their skills.	needs and larger groups for students with specific needs.
			Evidence suggests that tracking data and having specific conversations about student data, assessment and core practices, and instruction increase student success.	Teachers will change data on data boards and discuss the implementation of ideas every Friday during PLC.
1-4	Data boards to track students.	Moderate Evidence ▼		<input type="checkbox"/>

Need 2

Need Description:

Graduation Rate

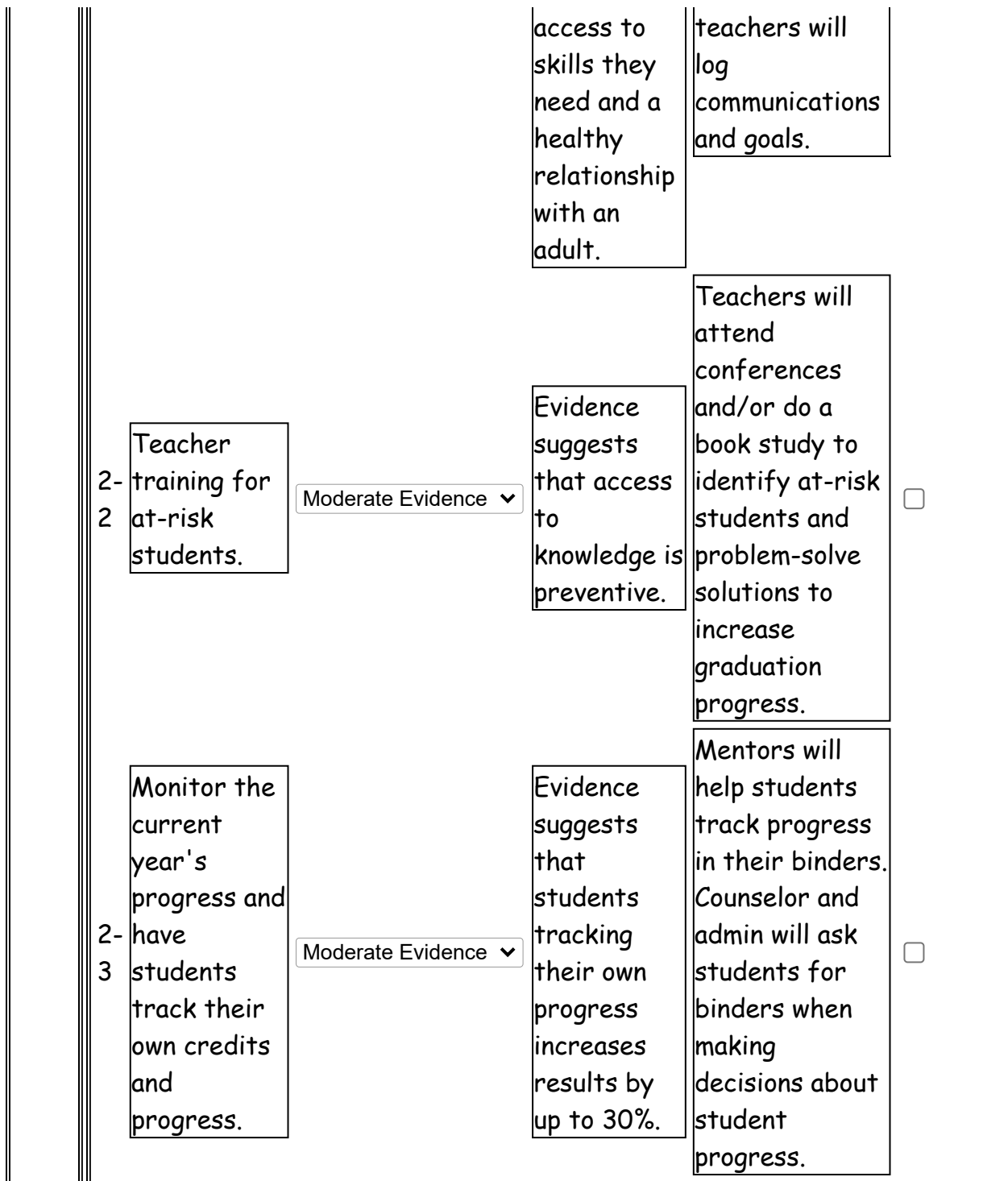
SMART Goal:

Using the state report "Grad Rate Preview" we will identify reasons students are at risk in cohorts to increase the graduation rate by 5% in 2024 compared to 2023.

☐ Remove

Evidence-Based Interventions: Discussion Topics

Intervention #	Intervention Strategy <small>Please include a detailed description of who is going to do what, where, when and people involved.</small>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
2-1	Create Mentorships	Moderate Evidence ▼	Evidence suggests that frequent mentorship allows students to increase	The counselor will provide training to teachers bimonthly on executive functioning skills, and	<input type="checkbox"/>



## 2. Identify the resource inequities which are barriers to improving student outcomes.

Screening survey. (MAP)

Teachers trained on tools for intervention in both Reading and Math. (In progress)

Data Board and data. (In place)

Protocols and norms for discussing student data and progress. (In place)

Counselor. (In place)

PD and books. (Needed and in place)

Access to students who are parents through Night School. (partially funded)

3. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

<http://jeffersonhigh.jeffersonsd251.org/>

4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. Discussion Topics

Weekly, during PLC meetings, the leadership will continue to monitor and evaluate the effectiveness of the plan. The current student cohort will be monitored for progress.

## Upload Files

### Files

- [ISAT](#)
- [Graduation Rate](#)
- [English Learner Progress](#)
- [Student Engagement Survey](#)
- [College/Career Readiness](#)

## Math

### 2022-2023

	Advanced	Proficient	Basic	Below Basic
School	0.0 %	0.0 %	4.5 %	95.5 %
District	22.0 %	25.8 %	27.5 %	24.7 %
State	19.3 %	22.2 %	26.8 %	31.7 %

### 2021-2022

	Advanced	Proficient	Basic	Below Basic
School	0.0 %	0.0 %	10.0 %	90.0 %
District	22.3 %	26.3 %	26.9 %	24.5 %
State	20.0 %	22.7 %	27.2 %	30.1 %

### 2020-2021

	Advanced	Proficient	Basic	Below Basic
School	0.0 %	0.0 %	0.0 %	100.0 %
District	19.1 %	26.0 %	29.6 %	25.4 %
State	18.1 %	22.2 %	28.2 %	31.5 %

## ELA

### 2022-2023

	Advanced	Proficient	Basic	Below Basic
School	5.0 %	5.0 %	25.0 %	65.0 %
District	22.9 %	31.2 %	21.3 %	24.6 %

State 22.1 % 30.1 % 22.5 % 25.3 %

2021-2022

**Advanced Proficient Basic Below Basic**

School 10.0 % 0.0 % 10.0 % 80.0 %

District 23.6 % 32.8 % 21.9 % 21.7 %

State 23.9 % 31.6 % 22.5 % 22.0 %

2020-2021

**Advanced Proficient Basic Below Basic**

School 0.0 % 0.0 % 16.7 % 83.3 %

District 19.8 % 32.7 % 24.8 % 22.8 %

State 21.9 % 32.6 % 23.5 % 22.1 %

Science

2022-2023

**Advanced Proficient Basic Below Basic**

School 0.0 % 8.0 % 32.0 % 60.0 %

District 8.9 % 32.4 % 34.2 % 24.6 %

State 9.4 % 32.2 % 34.5 % 23.9 %

2021-2022

**Advanced Proficient Basic Below Basic**

School 0.0 % 5.9 % 35.3 % 58.8 %

District 7.5 % 32.1 % 36.3 % 24.1 %

State 8.8 % 32.6 % 36.0 % 22.6 %

2020-2021

**Advanced Proficient Basic Below Basic**

School 0.0 % 0.0 % 0.0 % 0.0 %

District 0.0 % 0.0 % 0.0 % 0.0 %

State 0.0 % 0.0 % 0.0 % 0.0 %

2021-2022

**Four-Year Graduation Rate**

School 60.5 %

District 82.2 %

State 79.9 %

2020-2021

**Four-Year Graduation Rate**

School 59.2 %

District	84.5 %
State	80.1 %

2019-2020

**Four-Year Graduation Rate**

School	65.0 %
District	89.0 %
State	82.1 %

EL Proficiency

2022-2023

**Percent of EL Students Reaching Proficiency**

School	12.5 %
District	13.5 %
State	8.7 %

2021-2022

**Percent of EL Students Reaching Proficiency**

School	0.0 %
District	4.9 %
State	10.0 %

2020-2021

**Percent of EL Students Reaching Proficiency**

School	0.0 %
District	7.8 %
State	10.1 %

EL Progress

2022-2023

**Percent of EL Students Making Progress**

School	12.5 %
District	50.2 %
State	55.9 %

2021-2022

**Percent of EL Students Making Progress**

School	0.0 %
District	37.8 %
State	50.5 %

2020-2021

**Percent of EL Students Making Progress**

School	0.0 %
District	31.9 %
State	48.1 %

2022-2023

**Overall Student Engagement**

School	40.5 %
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2021-2022

**Overall Student Engagement**

School	41.5 %
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2020-2021

**Overall Student Engagement**

School	36.0 %
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2022-2023

**Participation in College and Career Readiness Courses**

School	34.8 %
District	78.8 %
State	80.4 %

2021-2022

**Participation in College and Career Readiness Courses**

School	58.3 %
District	79.0 %
State	80.0 %

2020-2021

**Participation in College and Career Readiness Courses**

School	35.0 %
District	78.0 %
State	81.5 %