

# Lafayette Jefferson High School

## School Improvement and Achievement Plan 2008-2011



## Profile, Goals, Interventions, and Measures

## Profile

### **Introduction of Jefferson High School**

Jefferson High School (JHS) is the sole high school in the Lafayette School Corporation (LSC). The corporation encompasses a seven square mile area and includes the high school, one junior high, one middle school, and eight elementary schools within the Lafayette city limits. LSC is land-locked in Tippecanoe County and would likely be experiencing decreasing enrollment. However, JHS enrollment has increased over the past six years due in part to an inter-local agreement with a neighboring school corporation which permits students residing outside LSC to enroll in JHS tuition free. The current population of approximately 2,400 students includes 83 students from outside of LSC.

The current JHS student body is diverse both ethnically and socioeconomically. In 2007, 36% of JHS students qualified for the Free/Reduced Lunch Program, a number that has been steadily increasing. The school's ethnic breakdown consists of 72% Caucasian, 13% Hispanic, and 9% Black. Eighteen percent of JHS students are identified as having special needs.

Academic performance of JHS students has been a growing concern. The school has never made Adequate Yearly Progress. GQE scores for the past 4 years have also been below state averages. In addition, last year's graduation rate was 70.1%. While the 70.1% is an improvement over the previous year's class, it is still lower than the state average and is still viewed as too low by our school community.

JHS offers a comprehensive curriculum with multiple pathways to graduation delivered through a Block Eight schedule. The curriculum meets or exceeds content area state standards with broadly varied course work leading to several diploma options. All students are encouraged to complete the most rigorous diploma track attainable in alignment with post-secondary goals. Students meet individually with guidance counselors annually to develop or adjust the plan of study. In addition, partnerships with Ivy Tech Community College and Purdue University provide students with opportunities to earn college credit while in high school.

Community stakeholders including parents are actively involved in many aspects of JHS. Every JHS committee attempts to include a broad representation from JHS stakeholders. Parent volunteers participate in daily school functions, serve on department and club advisory committees, and assist with extra and co-curricular activities.

## **Profile Components**

### **Technology**

Technology is used as an instructional tool throughout curricular areas. Every classroom has a computer available for teacher needs. Teachers of numerous courses including Digital Communication Tools, Web Page Design, Computer Programming, Computer Applications, Computer Graphics, and pre-engineering courses primarily deliver curriculum and instruction in computer lab settings. The school provides several other computer labs in various locations throughout the building to support needs in other areas of curriculum and instruction.

### **School Safety**

JHS provides a safe learning environment. The school employs one fulltime Director of Security and employs off-duty police officers to act as school security throughout the day. In addition, the Lafayette Police Department stations the School Liaison Officer at JHS.

The School Safety Plan has been developed and modified by three certified School Safety Specialists. The plan is located in every administrative office and has been distributed to every teacher in the building.

### **Professional Development**

JHS provides its staff with a range of professional development opportunities. Throughout the 2007-2008 school year, teaching staff participated in workshops addressing Gang Awareness, classroom strategies for English Language Learners, and Choice Language. JHS supports and encourages teachers to grow professionally by providing substitutes and funding to attend conferences and workshops.

The current administrative team believes that significant student success begins in the classroom and is also emphasized throughout school. Therefore, we plan to concentrate our professional development toward classroom practices that can be also adopted by the staff and emphasized across the entire school. Professional development will concentrate on research-based improvement strategies that can be sustained over time.

### **Student Attendance Rate**

For the past several years, JHS has provided a full-time position for monitoring attendance. Although current data shows an attendance rate of 95.1%, JHS will continue efforts to improve. While the 95.1% is a strong attendance rate, the calculation method does not show period attendance issues. Truancy and excessive non-attendance is a significant issue for our building. Table 1 reports the average number of non-exempt absences per period for the 2007-2008 school year.

Table 1

<b>Average Number of Absences per Period (non-exempt) For 2007-2008</b>	
<i>Period</i>	<i>Average number of absences</i>
Red 1	137 (6%)
Red 2	114 (5%)
Red 3	123 (5%)
Red 4	155 (7%)
Black 1	132 (6%)
Black 2	114 (5%)
Black 3	120 (5%)
Black 4	151 (6%)

Related to the issue of non-attendance is the number of students tardy to class. Even after the installation of clocks that count down the number of minutes before class begins, students getting to class on time continues to be a problem. During our present school year, there have been 101 referrals dealing with tardiness.

### **Student Discipline**

One area of concern has been the number of students receiving disciplinary referrals for issues stemming from a fundamental lack of respect for others. Table 2 reports the number of disciplinary referrals for insubordination, staff disrespect, student disrespect, and lack of cooperation. These categories are especially troubling to our staff because they are related directly to the social skills needed to be a contributing member of society beyond high school.

Table 2

<b>Number of Disciplinary Referrals For 2007-2008</b>	
<i>Offense</i>	<i>Number of Referrals</i>
Lack of cooperation	133
Insubordination	118
Staff Disrespect	58
Student Disrespect	34

### **Student Achievement**

#### *Graduation Rate*

The 2007 graduation rate of 70.1% is approximately five percent better than the 2006 rate of 65%. JHS has implemented several initiatives to encourage students to complete a diploma. Such initiatives include a freshman transition program, several alternative school programs, and improved programming for English Language Learners.

#### *ISTEP+/Graduation Qualifying Exam (GQE)*

Jefferson High School's ISTEP+/GQE scores have continued to be an area of concern. Tables 3 and 4 below show the cohort data for the past four years. Table 3 shows cohort

tracking for the English/Language Arts portion of the GQE. Table 4 shows the same for Mathematics. For the first time, the 2010 cohort group showed improvement from one test to the next.

Table 3

<b>Tracking Cohort Groups by Category for English/LA</b>		
<b>Cohort Group</b>	<b>9th Grade year</b>	<b>10th Grade Year</b>
Class of 2007	-	60.0
Class of 2008	58.0	56.0
Class of 2009	58.0	52.0
Class of 2010	58.0	57.0

Table 4

<b>Tracking Cohort Groups by Category for Mathematics</b>		
<b>Cohort Group</b>	<b>9th Grade year</b>	<b>10th Grade Year</b>
Class of 2007	-	61.0
Class of 2008	62.0	60.0
Class of 2009	61.0	58.0
Class of 2010	55.0	61.0

The overall rate of passing both portions of the GQE is reported in Table 5. As the data reported represents different classes, no meaningful trend analysis can be construed from this data. It is useful to note, however, that, for the most part, JHS sophomores have been passing both portions of the GQE at roughly 60% most years.

Table 5

<b>Percentage of Students Passing both Eng/LA &amp; Math</b>	
<b>School Year</b>	<b>%</b>
2000-2001	66.4
2001-2002	64.5
2002-2003	60.7
2003-2004	60.6
2004-2005	60.5
2005-2006	58.8
2006-2007	55.9
2007-2008	58.3

### *Diploma Types*

The percentages of students obtaining the different diploma types offered by Indiana's Department of Education (DOE) are shown in Table 6 below. A positive trend can be noted in this data in that the percentage of students obtaining the Regular diploma has steadily decreased each year since 2004 while the percentage of students obtaining the Core 40 diploma has increased each year since 2005.

Table 6

Year	Diploma Type		
	Regular	Core 40	Honors
2003	41.4	33.4	25.1
2004	43.9	33.1	23.0
2005	41.0	29.6	29.4
2006	40.3	36.3	23.4
2007	38.3	37.6	24.1

*End of Course Assessments*

The Core 40 End of Course Assessments (ECAs) have been administered for the past few years in English 11 and Algebra I. During this time, the Indiana DOE has attached no accountability measures to the ECAs. Consequently, ECA data may not accurately reflect true student achievement in these courses. Tables 7 – 10 below report the data for the English 11, Algebra I, Algebra II, and Biology ECAs.

Table 7

English 11 ECA				
Year	Scaled Score Averages		Percent Passing	
	JHS	State	JHS	State
2005	517	-	58.5	-
2006	497	492	50.1	51
2007	497	501	53.6	54

Table 8

Algebra I ECA				
Year	Scaled Score Averages		Percent Passing	
	JHS	State	JHS	State
2005	513	-	17.4	-
2006	511	510	15.5	23.7
2007	531	517	24.5	29

Table 9

Algebra II ECA				
Year	Scaled Score Averages		Percent Passing	
	JHS	State	JHS	State
2007	490	502	11.9	12

Table 10

Biology ECA				
Year	Scaled Score Averages		Percent Passing	
	JHS	State	JHS	State
2007	489	500	41.2	50

*College Credit Earned*

JHS has developed agreements with both Ivy Tech Community College and Purdue University that enable students to earn college credits while still enrolled in high school.

These agreements currently encompass the following credit-earning programs:

- Double Up with Ivy Tech Community College: Students are able to enroll in general education courses at Ivy Tech expense free (due to a community grant) or enroll in career/technical education (CTE) courses tuition free (paid through CTE funding). Students earn college credit at Ivy Tech that also counts as JHS credit.
- Dual Credit with Ivy Tech Community College: Currently, thirty different JHS courses in which students enroll afford the opportunity to simultaneously earn college credit in a corresponding Ivy Tech course.
- Concurrent Credit at Purdue University: Students enrolled in the JHS courses Biotechnical Engineering or Advanced Placement Calculus may simultaneously earn college credit in corresponding courses at Purdue University.

Table 11 shows the number of college credits earned by JHS students.

Table 11

Number of College Credits Earned For 2006-2007	
<i>University Program</i>	<i>Number of Credits</i>
Ivy Tech Double Up	93
Ivy Tech Dual Credit	1167
Purdue University	0

## **Improvement Plan**

### **Mission Statement**

Jefferson High School, a collaboration of staff, students, parents and community, educates students to be successful by helping them gain knowledge, develop life-long learning skills, practice responsible citizenship, and develop positive self-images.

### **Vision Statement**

Through a wide variety of educational experiences, all Jefferson High School students will have the opportunity to meet current graduation requirements and graduate with the skills necessary for their post-secondary endeavors.

### **Belief Statements**

The Jefferson High School community believes that all students deserve...

1. a safe, respectful environment that facilitates learning opportunities
2. relevant curriculum based upon high expectations and standards
3. a highly qualified staff that provides instruction, leadership, and guidance
4. the appropriate resources to meet educational goals and succeed in life-long endeavors

## **Goals for School Improvement**

### **Goal One**

***All students at Jefferson High School will obtain the academic skills and knowledge necessary for success in their post-secondary endeavors.***

The staff is concerned about the data reflecting the academic progress our students. Specifically, we would like to increase the knowledge with which our students leave our school to pursue their next steps. We wish to increase academic gains which ultimately result in an increased graduation rate.

#### *Proposed Interventions:*

- Develop interdisciplinary teams.
- Complete item analysis of assessment instruments and make adjustments as needed in terms of curriculum, instruction, and remediation.
- Develop a basic skills course for freshmen.

#### *Benchmarks for Progress:*

The following assessments will show improvement by “better enough to mention” classification by the 2011/2012 school year:

- End of Course Assessment for Algebra I, Algebra II, English 11, Biology I.
- Number of college credits earned
- Average number of credits / students by grade

- The school will investigate the *Acuity Algebra* placement and assessment tool and other related software products to assist in data gathering and student development

*Professional Development to Support Goal One*

- Staff development and utilization of interdisciplinary teams
- Staff development of collection, interpretation, and use of data
- Review of effective teaching methodology for the Block 8 schedule
- Staff development of student support systems such as credit retrieval, Moodle sites, enhance technology, and basic skill acquisition

**Goal Two**

***All students at Jefferson High School will develop the self-management and social competencies to be responsible citizens.***

It has become apparent to the staff that academic prowess alone is not sufficient for successful lives. Students come to the high school with a lack of social skills that hamper many in successfully completing classes or navigating the high school environment. In order to be successful and contributing members of society, students must be able to engage in positive interactions in all contexts.

*Proposed Interventions:*

- Revise disciplinary policies to emphasize, in response to referrals, education more than punishment.
- Increase the number of students in asset-building programs such as service learning, leadership development, and affective domain (COPES, Challenge Day, etc.)
- Develop basic skills course for freshmen.

*Benchmarks for Progress:*

The following assessments will show improvement by “better enough to mention” classification by the 2011/2012 school year:

- Survey of developmental assets (pre and post survey)
- Discipline data
  - Tardies
  - Truancies
  - Referrals indicating lack of respect
- Percentage of students involved in activities developing positive competencies in the affective domain

*Professional Development to Support Goal Two*

- Staff development of interventions for student behavior
- The Community and Family Resource Center will provide workshops and support for the 40 Developmental Assets

**Professional Development:**

Our proposed professional development activities will follow researched-based student learning and performance models. These efforts will align with the proposed goals of the school. Each year the School Improvement and Achievement team along with the Administrative team will consider how to best move the school toward improvement and guide the professional development efforts.

Any professional development activities scheduled outside the normal school day are subject to the terms of the Master Contract between Lafayette School Corporation and the Lafayette Education Association.

<u>Program</u>	<u>Intended Audience</u>	<u>Person Responsible</u>	<u>Activity</u>	<u>Timeline</u>	<u>Evidence of Impact</u>
ENL Instructional & Assessment Strategies	All Staff	Cheryl Wiles	Follow Up Training from DOE	Fall 2008 Continuing	Data from Standardized Tests & Grade Reports
Achievement Gap Training	All Staff	Cheryl Wiles	Choice Language Seminar for Positive Behavior Supports	Spring 2008 Continuing	Data from Standardized Tests, Discipline and Attendance Records, Grades
Freshman & Sophomore Alternative Programming	Selected Staff	Glade Montgomery, Kevin Maxwell & Jeff Stuebaker	Curriculum Work, Seminar Course Development, 40 Developmental Assets	Continuing	Data from Standardized Tests, Discipline and Attendance Records, Grades
Mentorship Training	Volunteer Staff	Central Office Personnel & Glade Montgomery	Training Through Wabash Valley Teacher Mentor Organization	Continuing	Teacher Certification
Cultural Competency	Selected Staff	Kevin Maxwell	Challenge Day	Fall 2008 Continuing	Data from Discipline Referrals
Social Competency	All Staff	Cheryl Wiles	COPES Training & 40 Developmental Assets	Fall 2008	Data from Discipline Referrals
Peer Coaching & Walkthrough Partners	Volunteer Staff	Jeff Stuebaker & Cheryl Wiles	Classroom Observations and Best Practice Research Sharing	Continuing	Continuation of Program & Instructional Audit
Professional Conferences	Selected Staff	Glade Montgomery	Attendance at Professional Conferences and Workshops	Continuing	Instructional Practice, Programs, & Sharing of Best Practices
Professional Development Academy	New Staff	Cheryl Wiles & Clare McKinney	Monthly Meetings for New Staff and Mentors	Continuing	Teacher Certification
Block Schedule Teaching Strategies	All Staff	Glade Montgomery & Cheryl Wiles	Training on Instructional & Assessment Strategies Using Block Schedule	Fall 2008	Data from Standardized Tests, Discipline and Grade Reports
Interdisciplinary Teams	Volunteer Staff	Jeff Stuebaker & Cheryl Wiles	Study Groups to Address Current Issues	Continuing	Action Plans

