



Continuous School Improvement Plan (CSIP)



School Improvement Plan

School CSIP Team Members	
School Members: <ul style="list-style-type: none">• Desmond Foster• Lisa Pearce• Sohmer McKibben• Thomas Gochenour• Theresa Lubin	Community Members: <ul style="list-style-type: none">• Lauren Potts• Melissa Griffin



School Improvement Plan

Comprehensive Needs Assessment: District and School Data Analyzed

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| <ul style="list-style-type: none">• New school year, due to a new Principal we will be addressing a comprehensive needs assessment in the 22-23 school year. | <ul style="list-style-type: none">• Data analyzed will be our action steps in our SIP• Goals and Objectives will be evaluated and analyzed at the end of 1st Semester and 2nd Semester |
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BCSS Data Areas of Strength:

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BCSS Data Growth Opportunities:

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School Improvement Plan

BCSS Core Commitment and Value:				
BCSS Goals: Goal # 1 - Excellence in Student Achievement and Success				
BCSS Goal Initiative: Implement Formative Instructional Practices and Processes to Maximize Student Growth and Achievement				
School Level Goal #1: During the 2022-2023 school year, JHS will improve tier 1 strategies to enhance student achievement and increase student growth by 3% in EOC courses				
Action Steps:	Persons/Role Responsible	Timeline for Implementation	Method for Monitoring	Artifacts and Evidence
1. Collect, review, and analyze student data to inform effective differentiation, remediation, interventions, specialized instruction, and the enrichment of instruction. <ul style="list-style-type: none"> RTI team will assist Tier II and Tier III students by delivering instructional strategies that support student achievement and direct students to the appropriate instructional focus area. Students will be identified by utilizing iSTEEP and IXL. Teachers will utilize differentiated instructional strategies that engage and motivate students to close the gap within sub-groups Teachers will disaggregate and analyze data from, Read Theory, GA Assesslets, USA Test Prep, and 	Administration for C & I Instructional Coaches RTI Team Content Teachers Data Team	Update system and school level Data Room annually. Utilizing SAT, ACT, AP, EOC benchmark/scores, and EOPA data Instructional Coach will meet with departments to analyze formative and summative assessments. Continued system for analyzing benchmark data to identify the root causes, strengths, weaknesses, and implementation of action steps for EOC assessments. RTI Team and Content Teachers identify high-needs students in need of academic support. Students are assisted through Instructional Focus, Summer learning opportunities, and after-school tutoring.		Sign-In Sheets for RTI, Lesson/Unit Plans (Atlas, Google Classroom), UBD Checklist, Report from iSTEEP, iXL, USA Test Prep, Read Theory, USA Test Prep



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writing artifacts to drive the reading instruction and writing by subgroup.		<p>Sign-in sheets from, RTI, C & I, and Data meetings</p> <p>DI will be highlighted in lesson plans and checked by administration with our UbD rubric.</p> <p>MARS Report</p>		
<p>2. Incorporate Professional Learning Communities as part of the school improvement process.</p> <ul style="list-style-type: none"> Empower teacher leaders to facilitate professional development on effective instructional practices Differentiate the delivery of professional learning as indicated by teacher needs and proficiency levels Teachers will engage in job-embedded professional learning to build capacity in instructional strategies that engage and motivate students 	<p>Content Teachers Administration for C&I C&I Team Counselors Leadership Team Academic Coaches</p>	<p>School & System Level Professional Learning Plans outlining activities for PLC's</p> <p>Schedule for Collaborative Planning Sessions</p> <ul style="list-style-type: none"> Facilitate and document weekly Collaborative Planning sessions among grade level/content area teachers for the purpose of revision and enhancement of instruction for all students, this will be monitored with sign-in sheets <p>Monthly Review of Atlas Curriculum</p> <ul style="list-style-type: none"> Atlas curriculum management system units collaboratively developed throughout 2021-2022 with common assessments, performance tasks, projects with collaboratively developed rubrics, and 		<p>Sign-in sheets for Collaborative Planning and PLC Sessions.</p>



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		checklist (See UBD Checklist in Artifacts)		
<p>3. Collaboratively develop and implement a common framework of highly effective pedagogy in units and lessons in all classrooms that maximize digital learning, collaboration, creativity, critical thinking, and communication.</p> <ul style="list-style-type: none"> Teachers will collaborate weekly and will follow a collaborative checklist led by an administrator. Revise Pacing Guides, Unit Plans, and Assessments annually. Implementation of STEM and cross-curricular activities 	<p>Content Teachers Administration for C&I Counselors C&I Team</p>	<p>SY 2021-2022</p> <p>Framework Designed and communicated to all educators that is aligned to TKES.</p> <p>UbD Rubric Update Pacing Guides, Unit Plans and, Assessments, annually(summer sessions)</p>		<p>Lesson/Unit Plans, State Pacing Guides, Assessments</p>



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BCSS Core Commitment and Value:

BCSS Goals:

Goal # 1 - Excellence in Student Achievement and Success

BCSS Goal Initiative: Implement components of a “Multi-tiered System of Supports” (MTSS) framework to promote and integrate interventions for academic, emotional, social, mental and physical health for all students.

School Level Goal #2: Jackson High School will utilize a comprehensive and coherent instructional system that is operationally effective in order to ensure that all students maximize their potential for academic achievement and success.

Action Steps:	Persons/Role Responsible	Timeline for Implementation	Method for Monitoring	Artifacts and Evidence
1. Attendance, Behavior, and Academic monitoring data are reviewed every 4 weeks in collaboration with school counselors and RTI to maximize student growth and to determine student needs.	Content Teachers Administration for C&I Data Team Counselors PBIS Team	SY 2022-23 Ongoing progress monitoring C&I Team and data meetings RTI Team ● RTI Meeting Minutes PBIS Team Artifact Book		



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<p>2. JHS will clearly define school-level student support teams and their purpose including roles and responsibilities.</p> <ul style="list-style-type: none"> • RTI Team • Mental Health Services Team • Teen Mom Advocate • Red Team(admin) • Blue Team(department lead) • PBIS 	<p>Content Teachers Administration for C&I Graduation Coach Mental Health Consultant Teen Mom Advocate Counselors</p>	<p>Weekly Progress Monitoring</p> <p>RTI meets every four weeks to review data</p> <p>Teen Mom Visits, monthly</p>		<p>Reset Room Logs RTI Rosters, and Agendas, ReThink Ed, MAP, Sign in sheets.</p>
<p>3. The RTI team will progress monitor and identify those students who need T2 or additional support</p>	<p>RTI Team Content Teachers Graduation Coach Counseling Department</p>	<p>2022-2023</p> <p>4 Week Progress Monitoring</p>		<p>RTI Data MARS Data Universal Screeners</p> <ul style="list-style-type: none"> • Growth Measure Data • Rethink Ed • IXL



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BCSS Core Commitment and Value -				
BCSS Goals: Goal # 1 - Excellence in Student Achievement and Success				
BCSS Goal Initiative: Increase Student Readiness for College and the Workforce				
School Level Goal #3: Jackson High School will support a comprehensive and coherent instructional system that is operationally effective throughout the school in order to ensure that all students maximize their potential in academic achievement and success				
Action Steps:	Persons/Role Responsible	Timeline for Implementation	Method for Monitoring	Artifacts and Evidence
1 Train and support educators in implementing a comprehensive literacy plan to improve reading and writing achievement among all student sub-groups and grade levels.	Data Team Content Teachers Administration	Weekly - DEAR Monthly professional learning	Advisement Teachers monitoring student performance data Review data during meetings	NEWSELA, Read Theory, HMM, EOC Data, Progress Learning
2. Increase collaboration with our business partners to maintain alignment with labor market needs.	Principals, AP's, CTAE Director	Ongoing		



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BCSS Core Commitment and Value:				
BCSS Goals: Goal #2 - Excellence in Organizational Effectiveness				
BCSS Goal Initiative: Enhance physical safety for all stakeholders at JHS				
School Level Goal #1: Jackson High School will continue to maximize the physical safety of all stakeholders and improve facility safety, appearance, staff awareness protocols by conducting regular inspections				
Action Steps:	Persons/Role Responsible	Timeline for Implementation	Method for Monitoring	Artifacts and Evidence
1. Plan and implement ongoing monitoring of facilities and technology resources to maintain the security of facilities and keep all stakeholders safe. “How do we promote safety” <ul style="list-style-type: none"> ● RD4L: See something, say something ● Grade level expectations ● Monitor and update duty stations ● Duty assignments ● After-school events 	District Level Leaders Principal Admin Team Teachers Resource Officer	2019 and ongoing		
		Monthly Safety Team	Met with Assistant Superintendent of Operations to review and test equipment	safety reports (walkthrough, fire drill, all-weather drill) Safety Inspection Logs Sign-in sheets
		Meetings at district and school level.		
		Modern visitor ID protocol machines are installed and maintained at all school campuses		
		Monthly lockdown practices for all classrooms with students present		
		Camera monitoring installed at all school entrances and lobbies and critical student areas		



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<p>2. Annually revise, train, and monitor the school safety plans and best practices.</p> <ul style="list-style-type: none"> Administration and SRO will conduct safety walks to take baseline data for problem areas and safety weaknesses 	<p>Principal Administration Resource Officer Teachers</p>	<p>2019 and ongoing</p> <p>Monthly Code Yellow, Red Drills</p> <p>Administrative inspection/observation</p> <p>Drills</p> <p>Safety Inspection Logs Logged in Safety drills into the State Database</p> <p>Pre-Planning safety meeting</p> <p>Safe Schools training</p>	<p>Conduct regular weekly facility and safety inspections. In addition, energy conservation walks on the weekends and extended breaks</p> <p>Energy conservation walk-through dates</p>	<p>School safety plan</p>

BCSS Core Commitment and Value:

BCSS Goals:



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Goal #2 - Excellence in Student Achievement and Success				
BCSS Goal Initiative: Purpose-driven opportunities to cultivate leadership capacity with stakeholders.				
School Level Goal #2: Jackson High School will continue to enhance, develop and implement processes for effective strategic planning and leadership capacity that lead to a culture of continuous improvement				
Action Steps:	Persons/Role Responsible	Timeline for Implementation	Method for Monitoring	Artifacts and Evidence
1. Provide opportunities for teachers as leaders - professional development <ul style="list-style-type: none"> Teachers will take part in the system Aspiring Leaders program - Cohort II Teachers that took part in Cohort I will have leadership opportunities at JHS. 	Administrators Data Team Student Services Team	August-May 2022-2023 school year	Administrator observations and feedback	Sign-in sheets, agenda notes
2. Utilize a mentor-mentee program to provide support and promote retention.	Administration and Teachers	2022-2023 School Year Mentor logs and meeting agenda Survey Results at the conclusion of the school year.		Sign-in Sheets Mentor logs



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3. Identify student governance teams/team members and conduct monthly meetings to give students voice in decision-making related to school culture and climate.	Club Level Sponsors & Administrators	On-going 2022-2023 School Year (Monthly Meetings)	Observation of student participation MARS Report	Agendas and artifacts of student participation in the governance of their schools and leadership skill training. Agenda of monthly student governance and leadership skill training development with school administration and teacher leaders. CTSO Sign-in sheets and agendas.
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BCSS Core Commitment and Value:				
BCSS Goals: Goal #2 - Excellence in Organizational Effectiveness				
BCSS Goal Initiative: We will utilize resources that are available to connect with community partners and provide real-world connections for our students				
School Level Goal #3: Jackson High School will maximize all available resources to support quality learning and life experiences for all students.				
Action Steps:	Persons/Role Responsible	Timeline for Implementation	Method for Monitoring	Artifacts and Evidence
1. JHS will improve community awareness and participation in our CTAE programs from August-May <ul style="list-style-type: none"> • Increase partnerships with local businesses/industries • Increase the number of CTAE Advisory Council members • Invite guest speakers to speak about their careers • Partner with businesses to provide internship opportunities 	CTAE Director Career Counselor Teachers as Advisors	On-going 2022-2023 School Year (Monthly Meetings)	Review participation documentation such as sign-in sheets, visitor logs, CTAE Google Calendar of Events	Agendas & Sign In Sheets CTAE PowerPoint shown at Advisory meeting displaying each department's community involvement. For example, food drive, walking dogs at an animal shelter, and Stop the Bleed class for the community. <ul style="list-style-type: none"> • Cadet Support • JROTC involvement
2. CTSO participants will demonstrate proficiency in Regional, State, and National competitions as offered	CTAE Director CTSO Sponsors	On-going 2022-2023 School Year Practices are held to coach teams for each competition CTAE/CTSO monthly competitions		Registrations Certificates Medals Ribbons



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4. CTSO participants will reflect the diversity of the student body that participates in regional, state, and National competitions as offered	CTAE	2022 - 2023 School Year Agendas Membership Roles Program of work		
5. CTAE teachers collaborate with academic teachers to integrate standards in the classroom setting	CTAE Director CTAE teachers Academic teachers C&I Team	2022-2023 School Year Admin observations Crosswalk of CTAE standards and academic standards YouScience Administration and Usage with Advisement		



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BCSS Core Commitment and Value:				
BCSS Goals:				
Goal #3 - Excellence in Relationships and Perceptions				
BCSS Goal Initiative: The BCSS promotes a positive, caring, and supportive district and school climates that are respectful for all.				
School Level Goal #1: Create and nourish a culture of kindness, and connectedness that supports and empowers all stakeholders				
Action Steps:	Persons/Role Responsible	Timeline for Implementation	Method for Monitoring	Artifacts and Evidence
1. Teachers will maintain consistent parent communication to include weekly correspondence through IC, email, Remind, and Google Groups about up-and-coming events, and spotlights.	Teachers Counselors Administration Title 1 Parent Liaison	Ongoing Parent/Student Survey Copies of weekly emails to TKES evaluator Consistently ensure 100% participation with weekly emails from teachers to parents Title 1 Documentation		
2. Media Specialists will update the JHS website weekly to reflect current happenings and upcoming events.	Media Specialist Administrators	Weekly updates	Administrator observations	Website
3. Improve and increase positive communication in Social Media and Online Resources	Principal Administrators BCSS Social Media Liaison	Ongoing Parent/Student Survey Monitor followers and notifications. Stay up to date on all aspects of social media		Newsletters and ongoing updates on social media



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		All schools and the Central Office will implement and support an active Website and Social Media feed at a minimum		
4. Maintain and enhance athletic school webpage and other forms of social media	Athletic Director Coaches	Website		Website



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BCSS Core Commitment and Value:				
BCSS Goals: Goal #3 - Excellence in Relationships and Perceptions				
BCSS Goal Initiative: The BCSS promotes a positive, caring, and supportive district and school climates that are respectful for all.				
School Level Goal #2: Create and nourish a culture of kindness and connectedness that supports and empowers all stakeholders				
Action Steps:	Persons/Role Responsible	Timeline for Implementation	Method for Monitoring	Artifacts and Evidence
1. Maintaining “Operational” level of PBIS at our school while advancing toward “Distinguished”.	District & School Leaders	Review of fidelity inventories and end-of-year data to ensure alignment to the GA DOE Criteria for PBIS.		PBIS Documentation
2. Develop guidance activities and communication strategies to improve peer-to-peer relationships among students.	Teachers Administrators Student Leaders	Monthly updates in system admin meetings and quarterly updates in system guidance meetings. CTAE employability activities		Advisement lessons, BRIDGE, Samples of Advisement classroom guidance lessons, communication materials, bullying prevention posters, videos, and other student-led initiatives aimed at sustaining a culture of kindness. CTAE employability skills lessons
3. Maximize participation in school lunch and breakfast programs and summer feeding programs	District and School Leaders	2019 and ongoing. Application and Approval of CEP grant for BCSS in 2018 Participates in “Seamless Summer” program		Economically Disadvantaged Report (Free and Reduced Lunch)



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		Established partnership with Smart Lunch, Smart Kids feeding program in the community.		
<p>4. Enhance the RD4L Student Leadership Team that will meet weekly to promote school-wide initiatives that impact a positive climate and learning environment.</p> <ul style="list-style-type: none"> • Add club day and athletics to enhance civic engagement and leadership opportunities. • Enhance and Grow the NJROTC program to enhance civic engagement within the district. 	PBIS Team School Leadership Teams	<p>Lead Advisement</p> <p>Monthly Initiatives</p> <p>Promote positive transitions from middle to high ie. Camp Jackson</p>		Surveys, Feedback, Sign In Sheets
<p>5. JHS will work to utilize our wrap-around and social support services available for students and families in response to needs expressed by stakeholders.</p>	Counseling Dept. School Social Worker and Student Services	<p>Quarterly, School Climate Survey, 4 weeks</p> <p>Student Health Survey</p> <p>The Counseling Department will maintain records of safety plans and risk assessment referrals.</p> <hr/> <p>Progress Monitoring</p> <p>APEX (sign in sheets) (permission sheets)</p> <p>Teen Moms</p>		



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Title 1 Schoolwide Components		
Comprehensive Needs Assessment – Section 1114(b)(1)(A)	Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.	School Evidence:
Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)	Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards; b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; c). address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - i). counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas; ii). preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education	School Evidence:



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	<p>programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools;</p> <p>iii). implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p> <p>iv). professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;</p> <p>v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	
<p>Evaluation of the Schoolwide Plan—34 CFR § 200.26</p>	<p>a). Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.</p> <p>b). Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.</p> <p>c). Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.</p>	<p>School Evidence:</p>



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<p>ESSA Requirements to Include in the Schoolwide Plan- Section 1116 (b)(1)</p>	<p>Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p>	<p>School Evidence:</p>
<p>Schoolwide Plan Development– Section 1114(2)(B) (i-iv)</p>	<p>a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;</p> <p>b) Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.</p> <p>c). Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and</p>	<p>School Evidence:</p>



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	<p>revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.</p> <p>d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p> <p>e). Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111 (d), if appropriate and applicable.</p>	
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Literacy (L4GA) Plan Components:		
L4GA Goal #1: Community Partnerships	School Goal:	School Evidence:
L4GA Goal #2: Engaged Leadership	School Goal:	School Evidence:



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L4GA Goal #3: Continuity of Instruction	School Goal:	School Evidence:
L4GA Goal #4: Ongoing formative and summative assessments including tired interventions for all students	School Goal:	School Evidence:
L4GA Goal #5: Tired Supports	School Goal:	School Evidence:
L4GA Goal #6: Professional learning in Literacy Instruction	School Goal:	School Evidence: