



# Continuous School Improvement Plan

## Jefferson Forest High School

### 2014-2015

**BCPS Vision:** A community dedicated to our students and their future.

**BCPS Mission:** To prepare our students to be productive and responsible citizens in our community and the world.

**District Goal 1:** Prepare students to be successful in college and career fields

**District Goal 2:** Enhance community support for student learning.

**District Goal 3:** Manage resources responsibly, efficiently, and effectively.



## Leadership Team Members

| <b>Committee Position*</b>       | <b>Name</b>         |
|----------------------------------|---------------------|
| A.P. (Goal #1) Chairperson       | Alison Witt         |
| A.P. Goal Member                 | Diana Branch        |
| A.P. Goal Member                 | Linda Smith         |
| A.P. Goal Member                 | Elizabeth Newby     |
| A.P. Goal Member                 | Jean-Marie Johnston |
| A.P. Goal Member                 | Lee Ann Calvert     |
| CTE (Goal #2) Chairperson        | Ryan Stuller        |
| CTE Goal Member                  | Debra Woodson       |
| CTE Goal Member                  | Troy Doss           |
| CTE Goal Member                  | Pat Hubbard         |
| CTE Goal Member                  | Elizabeth Newby     |
| CTE Goal Member                  | Fred Conner         |
| Technology (Goal #3) Chairperson | Mollye Hays         |
| Technology Goal Member           | Nancy Brasure       |
| Technology Goal Member           | Jerome Loy          |
| Technology Goal Member           | Bethany Butcher     |
| Technology Goal Member           | Donnie Norman       |



## Data Sources for Analysis by School Improvement Teams

### ***Three Year Trend Data:***

- SAT scores.
- A.P. test participation and qualifying score rates
- CTE Competency Test results
- Internal Review results and study
- School Climate Survey
- Principals Survey of Parents, Students, and Staff

### ***Disaggregated Data:***

- A.P. enrollment drop rates
- CTE enrollment rates
- Technology use by students



## Jefferson Forest High School

### Mission Statement

The mission of Jefferson Forest High School is to provide a challenging learning environment based on ethical behavior that will prepare our students to be productive and responsible citizens in our community and the world.

### Vision Statement

Jefferson Forest High School will be the premier comprehensive high school of Central Virginia.



## School Data and Summary Analysis

### 1. What does the analysis tell you about your school's strengths?

#### 2012-2013

1. JF was recognized by *Newsweek* as one of the top 1000 high schools and by *The Washington Post* as one of the top 1600 high schools in the United States.
2. Out of 331 2013 graduates
  - 209 received advanced diplomas
  - 198 went to a four-year college
  - 81 went to a two-year college
  - 7 went into the military
  - 54 students qualified as A.P. Scholars
  - 20 students qualified as A.P. Scholars with Honors
  - 36 students qualified as Scholars of Distinction
  - 4 National A.P. Scholar
3. A.P. students took 744 A.P. tests and 474 received qualifying scores.
4. A.P. Class Enrollments
  - 874 students enrolled in A.P. classes.
  - 1162 students enrolled in Pre A.P. classes.
5. SOL Test Data:
  - English pass rate: 96%
  - Math pass rate: 70%
  - History pass rate: 87%
  - Science pass rate: 85%

#### 2013-2014

1. JF was recognized by *Newsweek* as one of the top 1000 high schools and by *The Washington Post* as one of the top 1600 high schools in the United States.
2. Out of 312 2014 graduates
  - 190 received advanced diplomas
  - 198 went to a four-year college
  - 81 went to a two-year college
  - 7 went into the military
  - 53 students qualified as A.P. Scholars
  - 18 students qualified as A.P. Scholars with Honors
  - 45 students qualified as Scholars of Distinction
  - 6 National A.P. Scholar
3. A.P. students took 821 A.P. tests and 498 received qualifying scores.
4. A.P. Class Enrollments
  - 728 students enrolled in A.P. classes.
  - 1034 students enrolled in Pre A.P. classes.
5. SOL Test Data:
  - English pass rate: 96%
  - Math pass rate: 79%
  - History pass rate: 92%
  - Science pass rate: 91%



## School Data and Summary Analysis (continued)

### 2012-2013

**6. Highest graduation rate** (96%) of all area high schools.

**7. 160 out of 223 passed CTE credentialing tests**

- **69% passed W!SE (114 out of 166)**
- **20 of 22 students passed Virginia Workplace readiness**
- **26 of 35 passed FACS test**

**8. CTE completers:**

- 266 enrolled in CTE courses
- 93 Completers

**9. Personalized Learning Experiences**

- Dual Enrollment: 358
- CVGS: 33
- Edgeinuity: 36
- Personal Finance: 162
- Virtual Virginia: 15
- American School: 9

### 2013-2014

**6. Highest graduation rate** (98%) of all area high schools.

**7. 288 out of 361 passed CTE credentialing tests**

- **81% passed W!SE (250 out of 309)**
- **16 of 18 students passed Virginia Workplace readiness**
- **22 of 34 passed FACS test**

**8. CTE completers:**

- 459 enrolled in CTE courses
- 114 Completers

**9. Personalized Learning Experiences**

- Dual Enrollment: 426
- CVGS: 35
- Edgeinuity: 49
- Personal Finance: 322
- Virtual Virginia: 9
- American School: 11



## School Data and Summary Analysis (continued)

### Continuous Achievements

1. JF is fully accredited based on VA SOL standards 2012-2013.
2. JF students consistently score higher than State and National Averages on SATs.  
JF students have the highest SAT scores in the area.

Math (2013) **2014**  
(520) **537** JFHS  
(514) **515** Virginia  
(514) **513** National

Reading (2013) **2014**  
(529) **536** JFHS  
(516) **518** Virginia  
(496) **497** National

Writing (2013) **2014**  
(495) **505** JFHS  
(498) **497** Virginia  
(488) **497** National

3. JF Athletics continue to set the pace in Virginia, consistently winning District, Conference, Region and (14) State Championships
4. JF Marching Band receives Local, State and National awards. Drama received 2013 conference 24 Championship and was 2012 state AA runner-up
5. JF teacher and band director David Webb received the Regional Teacher of the Year 2011-2012. JF teacher and yearbook adviser Wendy Singleton was a finalist for Bedford County Teacher of the Year 2012-2013. Debra Woodson was Bedford County Teacher of the Year 2013-2014.



## School Data and Summary Analysis (continued)

## 2. What does the analysis tell you about your school's gaps and/or opportunities for improvement?

### **Gaps:**

1. A.P. and/or Dual Enrollment enrollments need to increase.
2. The number of A.P. students who complete A.P. and/or Dual Enrollment classes needs to increase.
3. A.P. and PreA.P. Opportunities for freshmen are limited.
4. A 6-period day limits course selection for students.
5. New standard diploma graduation requirements require students to pass CTE credentialing tests for graduating class of 2017.
6. New technology is not abundant.
7. Limited number of personal learning experiences for students.
8. Dual Enrollment courses are limited due to student scheduling.
9. AP Fine Arts are limited.
10. School morale/spirit is lower than expected (62% reported average to low school spirit).

### **Opportunities:**

1. Provide support for students who seem over-extended.
2. Collect data from drop slips.
3. Conduct personal interviews and contact parents the day a student requests to drop an A.P. class.
4. The CTE credentialing test requirements can be met with the Economics & Personal Finance course IF the WISE Financial test is passed
5. Credentialing tests are offered in every CTE course.
6. Purchase additional current technology.
7. Provide additional technology training for teachers.
8. Continue to allow students to bring in their own technology devices for class assignments.
9. Expand Edgenuity offerings.
10. Expand CVCC course offerings to fit with student schedules.
11. Explore the possibility of adding AP Studio Art
12. Collect data from parents, students, and teachers pertaining to morale/school spirit.





## School Data and Summary Analysis (continued)

3. What data is missing and how will you go about collecting this information for future use?

- What classes interest students?
- Why are classes dropped?
- Why are multiple year programs not completed?
- What technology is missing and or needed?
- What teacher training is needed?
- How do students and parents feel about morale/spirit?

Data was collected from surveys, student-teacher interviews, drop-add guidance slips and technology check-out documents.



## School Data and Summary Analysis (continued)

4. Based upon your analysis, what priorities emerge for your school? Cite relevant evidence from the analysis to support these priorities.

1. Decrease the number of A.P./ Dual Enrollment classes that are dropped while we increase the number of students taking A.P. exams or completing Dual Enrollment classes.

**Evidence:**

**More students sign up for A.P. classes than finish the courses. PreA.P. enrollment is higher than subsequent A.P. enrollments. Students drop Dual enrollment classes even though they have passed CVCC placement test.**

2. Increase the amount of students passing CTE credentialing tests.

**Evidence:**

**Students who do not pass the WISE Financial test in Economics & Personal Finance are in risk of not meeting graduation requirements**

3. Increase the number of Personalized Learning experiences.

**Evidence:**

**Data collected from student schedule request showed that students are seeking more courses with personalized learning experiences. Life Track surveys of graduates indicated the lowest satisfaction rate was technology preparation for college level education.**

4. Enhance community support for JF by increasing morale and school spirit.

**Evidence:**

**Data compiled from School Climate Survey and principal's survey assessing morale and school spirit showed that 62% of teachers feel that school morale/spirit is low or average and only 50% of students are proud to be at this school.**

Our overall goal is to increase student learning and prepare students for careers and higher education. Discussions concerning goals and strategies took place during monthly leadership meetings. Information was updated and milestones were identified during those meetings.



# Plan for Remediation of Students

1. Describe the identification process for all students at risk of failing or in need of targeted interventions. Include ongoing conversations with leadership teams and data points to be used.
  - Students who have previously failed Algebra I, Algebra II, Geometry, and Math 8 end of course SOL.
  - Students who are in jeopardy of failing Algebra I, Algebra II, and Geometry based on 9 weeks grades, benchmark assessments, and teacher recommendations.
  - Add Two Math Teachers (Alg1 part 2)
2. Describe the tiered, differentiated intervention process to assign research-based interventions by student need to tier 2 and tier 3 students. Include how interventions are selected, frequency and duration of intervention.
  - Students will be pulled from an elective class 2 to 3 hours in a two week period to receive remediation from a licensed math teacher. Math remediation class size is held to a maximum of 4 students. Students may be remediated multiple times or just a few sessions; it is entirely based on student progress and understanding of concepts covered.
3. Describe how interventions for tier 2 and tier 3 students are monitored on a regular basis. Include information from a team that meets regularly to review outcome data and identify next steps for unsuccessful interventions.
  - Guidance, remediation teachers, and administration meet after each SOL testing cycle to determine students who need remediation to achieve verified credits for graduation. Remediation teachers meet frequently (weekly) with math teachers to assess progress of remediation students and the need for continued intervention.



## Goals, Strategies, Milestones and Outcomes



| <b>JFHS Improvement Goal 1 and Associated Strategies</b> |  |   |                        |
|--|--|---|------------------------|
| <b>Plan/Do</b>   | <b>Area for improvement and supporting data: A.P. enrollment and testing, number of students in Dual Enrollment courses</b>  |   |                        |
|  | <b>Decrease the percentage of dropped A.P. and/or Dual Enrollment classes by 5% for the 2014-2015 school year. Increase by 5% annually the number of students taking the A.P. exam and/or completing both semesters of a Dual Enrollment course.</b> |   |                        |
|  | <b>Supports district goal: Prepare students to be successful in college and career fields.</b>   |   |                        |
|  | <b>JFHS Goal 1 Improvement Strategies</b>  |   |                        |
|  | <b>Strategy 1:</b>   | <b>Strategy: Decrease the percentage of dropped A.P. classes.</b>   |                        |
|  |  | <b>Action Steps:</b>  | <b>Funding Source:</b> |
|  |  | 1. The opening of school administrators' presentation will remind students to speak to teachers about multiple tests on a single day.                                     |                        |
|  |  | 2. Use survey on schedule change form to learn why students drop an A.P. or Dual Enrollment class   |                        |
|  |  | 3. Counselors will notify A.P. or Dual Enrollment teachers prior to a student dropping the class. Teachers will call parents that same day to discuss the potential drop. |                        |
|  |  | 4. After school begins, a conference between the student and teacher must take place before a student drops an A.P. or Dual Enrollment class.                             |                        |
|  | 5. Check enrollment in A.P. or Dual Enrollment classes on milestone dates.   |   |                        |
|  | 6. Teachers will hold evening welcome sessions in May to discuss summer assignments & expectations. Video presentations of this session are optional on teacher web pages.   |   |                        |
|  | 7. AP & Dual Enrollment teachers participate in curriculum night in January.   |   |                        |
|  | 8. AP teachers hold summer help sessions to assist with optional summer assignment.  |   |                        |
|  | <b>Milestone Date: Start of school, end of add/drop period, end of the 1st semester, May 1.</b>  |   |                        |
|  | <b>Strategy 2:</b>   | <b>Strategy: Increase the number of students taking an A.P. exam (821 in 2013-2014) and/or completing two semesters of a Dual Enrollment course.</b>                      |                        |
|  | <b>Action Steps:</b>   | <b>Funding Source:</b>  |                        |

Goal 1

|  |  |   |  |
|--|--|---|--|
|  |  | 1. Provide information for A.P. classes offered through Virtual Virginia on Dual Enrollment Night and during pre-registration sessions. |  |
|  |  | 2. Inform students of final exam exemptions after taking A.P. exams in those courses.   |  |
|  |  | 3. Encourage students in non-AP classes to take AP exams.   |  |
|  | <b>Milestone Date: At end of A.P. testing window</b> |   |  |

Goal 1

| <b>JFHS Improvement Goal 2 and Associated Strategies</b>                             |  |   |                        |
|--|--|---|------------------------|
| <b>Plan/Do</b>   | <b>Area for improvement and supporting data: CTE Completer Rates</b>   |   |                        |
|  | <b>JFHS Goal 2: Increase the percentage of students passing a CTE credentialing test to 100% of all students.</b>  |   |                        |
|  | <b>Supports district goal: Prepare students to be successful in college and career fields.</b>   |   |                        |
|  | <b>Goal 2 Improvement Strategies</b>   |   |                        |
|  | <b>Strategy 1:</b>   | <b>Strategy: Proper training will be provided on W!SE Financial test problem areas to appropriate stake holders.</b>          |                        |
|  |  | <b>Action Steps:</b>  | <b>Funding Source:</b> |
|  |  | 1. Personal Finance teachers will attend in-service on W!SE Financial Test  | 1. SBO                 |
|  |  | 2. Special Education teachers will be given information on W!SE Financial problem areas to review with students in case load. | 2.                     |
|  |  | 3. Practice resources need to be provided to CTE teachers to prepare for W!SE.  | 3. School              |
|  | 4. Restructure curriculum for Econ & Personal Finance so that testing occurs at the end of first semester to allow for remediation.                                    | 4.  |                        |
| <b>Milestone Date: January</b>   |  |   |                        |
| <b>Strategy 2:</b>   | <b>Strategy: Provide students more opportunities to pass a credentialing test.</b>   |   |                        |
|  | <b>Action Steps:</b>   | <b>Funding Source:</b>  |                        |
|  | 1. Guidance will track and re-direct students who did not pass the W!SE test into CTE course. PF teachers will notify guidance of students that did not pass the W!SE. |   |                        |
|  | 2. CTE teachers will select a credentialing test that best fits their program area from list of approved tests.  |   |                        |
| 3. Students will be encouraged to take Economics & Personal Finance in 10th grade by |  |   |                        |

Goal 2

|  |  |  |                        |
|--|--|--|------------------------|
|  | guidance.  |  |                        |
| <b>Milestone Date: Action Step 2: December</b> |  |  |                        |
| <b>Strategy 3:</b>                             | <b>Strategy: Students “at-risk” of not receiving a standard diploma because not passing a CTE industry certification test will be remediated</b> |  |                        |
|  | <b>Action Steps:</b>   |  | <b>Funding Source:</b> |
|  | 1. PF teacher will identify student and match with appropriate CTE course and notify guidance.   |  | 1.                     |
|  | 2. Economics & Personal Finance teachers will identify students needing remediation for the WISE.  |  | 2.                     |
|  | 3. Guidance will schedule students into appropriate CTE course to allow for additional opportunities to pass a credentialing test.               |  | 3.                     |
| <b>Milestone Date: Action Step 3: October</b>  |  |  |                        |

Goal 2



| <b>JFHS Improvement Goal 3 and Associated Strategies</b>   |  |   |                        |
|--|--|---|------------------------|
| <b>Plan/Do</b>   | <b>Area for improvement and supporting data: Increase the number of personalized learning experiences.</b>   |   |                        |
|  | <b>JF Goal 3: Students will have the opportunity to participate in personalized learning. Teachers will facilitate this goal by providing a variety of activities for every course, using technology when appropriate.</b> |   |                        |
|  | <b>Supports district goal: Prepare students to be successful in college and career fields.</b>   |   |                        |
|  | <b>JFHS Goal 3 Improvement Strategies</b>  |   |                        |
|  | <b>Strategy 1:</b>   | <b>Strategy:</b> Teachers and students will have access to a variety of up-to-date technology tools that support personalized learning experiences. |                        |
|  |  | <b>Action Steps:</b>  | <b>Funding Source:</b> |
|  |  | 1. Offer a \$2,000 Personalized Learning grant to support teachers in providing personalized learning experiences                                   | School                 |
|  |  | 2. Schedule available technology tools equitably.   |                        |
|  |  | 3. Evaluate the wireless access throughout the campus.  |                        |
|  |  | 4. Encourage teachers to apply for county and local grant opportunities.  |                        |
|  |  | 5. Offer flexible schedules for students who need personalized learning experiences.  |                        |
|  | 6. Additional implementation of Edgenuity courses will be considered.  |   |                        |
|  | <b>Milestone Date: 2014-2015 at end of First Semester and end of School Year</b>   |   |                        |
|  | <b>Strategy 2:</b>   | <b>Strategy:</b> Teachers will become knowledgeable in the use of technology tools- especially those that support personalized learning.            |                        |
|  |  | <b>Action Steps:</b> Teacher Training   | <b>Funding Source:</b> |
| 1. Monthly faculty professional development featuring a personalized learning strategy incorporating technology tools. |  |   |                        |
| 2. Relevant technology training sessions offered during scheduled Professional Development Days.                       |  |   |                        |

Goal 3

|   |   |  |  |                        |
|---|---|--|--|------------------------|
|   |   | 3. ITRTs train teachers in planning period workshops, covering relevant, accessible technology tools for classroom use to enhance student learning. Poll teachers to determine interest for technology training. |  |                        |
|   |   | 4. LMS and ITRTs provide training and collaboration for scheduled hands-on technology.   |  |                        |
|   |   | 5. LMS and ITRTs provide an updated list of available technology and apps for iPads/iPods.   |  |                        |
|   |   | 6. Teachers will have 24/7 access to resources/databases supporting the implementation of personalized learning.   |  |                        |
|   |   | 7. Each nine weeks, teachers will submit a list of technology tools they used for that marking period on the Technology Tool Report Form using Google Docs.  |  |                        |
| <b>Milestone Date: End of each semester in the 2014-2015 school year.</b> |   |  |  |                        |
| <b>Plan/Do</b>  | <b>Strategy 3:</b>  | <b>Strategy:</b> Teachers will integrate a variety of personalized learning strategies into their curriculum to enhance instruction.   |  |                        |
|   |   | <b>Action Steps:</b>   |  | <b>Funding Source:</b> |
|   |   | 1. Lesson plans indicate use of personalized learning in the classroom. Documentation log will contain at least one personalized learning lesson plan.   |  |                        |
|   |   | 2. Students will have access to supplemental resources to support personalized learning. (eg. Flipped classroom videos posted, Kahn Academy, resources on teachers website)                                      |  |                        |
|   | <b>Milestone Date: End of First Quarter and Each Quarter following.</b> |  |  |                        |
| <b>Plan/Do</b>  | <b>Strategy 4:</b>  | <b>Strategy:</b> Students will apply fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.   |  |                        |
|   |   | <b>Action Steps:</b>   |  | <b>Funding Source:</b> |
|   |   | 1. Teachers display Cavalier PRIDE/ESD posters in all classrooms.  |  |                        |
|   |   | 2. Library Media Specialists present guidelines for copyright laws, bibliographic formats and intellectual property rights and plagiarism to all classes who work in the library.                                |  |                        |

Goal 3

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | 3. Individual teachers provide ethical reminders before a new unit that involves computer research. Display posters and/or review guidelines prior to using technology. |  |  |
|  |  | 4. LMS post computer & internet guidelines in each computer lab.  |  |  |
|  |  | 5. Internet safety lessons will be taught in English classes.   |  |  |
|  |  | <b>Milestone Date: 2014-2015 school year</b>  |  |  |

Goal 3

|  |  |
|--|--|
| <b>JFHS Improvement Goal 4 and Associated Strategies</b> |  |
|--|--|

|          |   |
|----------|---|
| <b>1</b> | <b>Area for improvement and supporting data: school climate and integrity</b> |
|----------|---|

Goal 4

|   |   |                        |
|---|---|------------------------|
| <b>JF Goal 4: Enhance the community support for JF by increasing morale/ school spirit for the 2014-2015 school year.</b> |   |                        |
| <b>Supports district goal: Enhance community support for student learning.</b>  |   |                        |
| <b>JFHS Goal 4 Improvement Strategies</b>   |   |                        |
| <b>Strategy 1:</b>  | <b>Strategy: Increase school spirit/morale among students and staff</b>   |                        |
|   | <b>Action Steps:</b>  | <b>Funding Source:</b> |
|   | 1. Notification through email (teachers), phone dialer, marquee, newsletter, about Hype Platoon Events.                                       | School                 |
|   | 2. Admin meets with Hype Platoon and SCA monthly to plan events.  | School                 |
|   | 3. Increase PTSA enrollment   | None                   |
|   | 4. Administration send notes weekly to recognize and appreciate staff.  | None                   |
|   | 5. Streamline duties to maximize efficiency for staff.  | None                   |
|   | 6. Outline what it means to be a Cavalier ;<br>Create Cavalier Core Commitment<br>Create JF Honor Code<br>Create Cavalier Identity " I am JF" | School                 |
| <b>Milestone Date: End of 1<sup>st</sup> Semester, End of the school year.</b>  |   |                        |

Goal 4