



*Bedford County Public Schools*

## Goals/Continuous School Improvement Plan High School 2023- 2024 School Year

### Part I: Vision, Mission, Accountability & Accreditation Information, and Goal Statements

<b>Jefferson Forest High School</b>	
<b>Brian Wilson</b>	
<b>Vision:</b> Vividly paints a picture of the future/leads to a desired outcome.	Jefferson Forest High School will be a leader in comprehensive programming that supports the whole child, providing students with an inclusive, innovative, and empowering learning experience.
<b>Mission:</b> Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).	Jefferson Forest High School will provide an innovative, challenging learning environment based on ethical behavior that will prepare our students to be productive, responsible citizens in our community and the world.
<b>Federal Accountability Information</b>	Fully Accredited
<b>State Accreditation Information</b>	Fully Accredited
<b>SMART Goal Statement 1: Career and College Readiness</b>	Jefferson Forest High School learners will become more career-ready. By May 31, 2024, at least 75 future-focused events will be made available and published for students to attend. All students will practice and improve their workplace skills.

<b>SMART Goal Statement 2: Climate and Culture</b>	Jefferson Forest High School will foster relationships and communication among students, faculty, parents, and community members to reduce the number of referrals by 10% and increase positive relationships among students, faculty, and the community.
<b>SMART Goal Statement 3: Accreditation</b>	Jefferson Forest High School learners will maintain the current pass rates and identified student gap groups will increase SOL scores by 10% or reach a minimum proficiency of 70% in Math and 75% in English.
<b>SMART Goal Statement 4: Innovation</b>	Jefferson Forest High School will focus on essential skills in our Professional Learning Communities. 100% of the departments will redefine existing objectives, procedures, and/or offerings in order to challenge and empower all learners. These practices will seek to infuse critical thinking, creativity, communication, and citizenship, along with collaboration with staff, families, and the community to support learning.

#### Part II: School Leadership Team Members

Name	Committee Position
Brian Wilson	<b>Principal</b>
Ben Martin	<b>Assistant Principal/Designee</b>
Twanna Hancock	<b>Assistant Principal</b>
Kim Morris	<b>Assistant Principal</b>
Brian Miller	<b>Lead Teacher for Instruction</b>
Justin Silvey	<b>School Counselor</b>
Josh Cornett	<b>District Office Liaison</b>
Jessica Wheeler	<b>English Teacher Leader</b>
Heather Hevener / Allison Witt	<b>Math Teacher Leader</b>
Diana Branch	<b>Science Teacher Leader</b>

Stuart Gibbs	History/Social Studies Teacher Leader
Michaela West/ Taylor Perkins	SPED Teacher Leader
Nikki White	CTE Teacher Leader/Fine Arts Leader
Morgan Dooley	Health/PE Teacher Leader
Cynthia Taylor	World Language Teacher Leader
Jonathan Taylor/ Ebony Foster	Intervention Design Specialists
Carrie Dodge	Librarian
Nathan Munson/ Sarah Sennett	ITC

### Part III: Data Analysis

#### Standards of Learning Testing Information

#### Standards of Learning Results--From Federal Pass Rates from VDOE School Report Card Sections:

*Assessment Results at each Proficiency Level by Subgroup (Courses), Percentage of Students Passing & Tested in English, Reading, & Mathematics, & Other Academic Indicators (Overall Core Areas)*

Subject	Pass Rate 2018-19	Pass Rate 2021-22	Pass Rate 2022-23
Algebra I	92%	91%	79%
Geometry	93%	94%	85%
Algebra II	96%	97%	96%
<b>Math</b>	94%	94%	88%
Reading	96%	92%	95%
Writing	96%	90%	91%
<b>English</b>	96%	91%	93%

Earth Science	69%	35%	48%
Biology	88%	82%	79%
Chemistry	56%	60%	100%
<b>Science</b>	83%	59%	79%
World History II	46%	30%	33%
VA/US History	83%	50%	59%
<b>History/Social Studies</b>	69%	40%	38%

***VDOE School Report Card Data***

<b>Subject</b>	<b>2018-2019</b>	<b>2021-22</b>	<b>2022-23</b>
Math All	94	94	88
Math Asian	95	100	95
Math Black	<b>96</b>	<b>93</b>	<b>93</b>
Math Economically Disadvantaged	<b>91</b>	<b>88</b>	<b>79</b>
Math ELL	TS	TS	TS
Math Hispanic	90	94	73
Math Disability	<b>93</b>	<b>78</b>	<b>91</b>
<b>English Read/Write</b>	96/96	91	95/91
Read/Write Asian	100/100	86	91/82

Read/Write Black	90/100	73	93/87
Read/Write Econ	91/95	82	91/81
Read/Write ELL	TS	TS	100/100
Read/Write Hispanic	100/100	100	77/71
Read/Write Disability	<b>82/70</b>	<b>59</b>	<b>81/50</b>
<b>History All</b>	69	40	38
Science All	83	78	75

**State Accreditation Rating School History from VDOE School Report Card Section:**

**State Accreditation Results for All Students**

Year	Rating
<b>State Accreditation Rating for 2023-2024, Based on 2018-22 Data</b>	Full Accreditation
<b>State Accreditation Rating for 2022-2023, Based on 2020-21 Data</b>	Full Accreditation
<b>State Accreditation Rating for 2020-2021, Based on 2018-19 Data (Covid)</b>	Full Accreditation (Accreditation Waived)
<b>State Accreditation Rating for 2019-2020, Based on 2017-19 Data</b>	Full Accreditation
<b>State Accreditation Rating for 2018 - 2019, Based on 2016-2018 Data</b>	Full Accreditation

*\*Includes expedited retakes and recovery.*

**Advanced Testing Placement Information**

**AP Score Summary 2021-2022/2020-2021/2019-2020/2018-2019/ 2017-2018/ Comparison**

<b>AP Course</b>	<b>Number Students Enrolled</b>	<b>Percent Students Tested</b>	<b>Percent Students Scoring 3 or Higher</b>	<b>No. 5</b>	<b>No. 4</b>	<b>No. 3</b>	<b>No. 2</b>	<b>No. 1</b>	<b>Total Scores Reported</b>
<b>AP 3-D Art 2018</b>	1	100%	100%	0	1	0	0	0	1
<b>AP Studio Art 2019</b>	1	100%	100%	0	1	0	0	0	1
<b>AP Computer Science A 2018</b>	6	83%	100%	0	2	3	0	0	5
<b>AP Computer Science A 2019</b>	15	67%	90%	2	3	4	1	0	10
<b>AP Computer Science A 2020</b>	20	60%	58%	2	3	2	2	3	12
<b>AP Computer Science A 2021</b>	7	86%	50%	0	2	1	1	2	6
<b>AP Computer Science A 2022</b>	8	50%	75%	0	2	1	0	1	4
<b>AP Computer Science A 2023</b>	4	75%	100%	3	0	0	0	0	3
<b>AP Computer Science Principles 2018</b>	13	92%	100%	3	3	6	0	0	12
<b>AP Computer Science Principles 2019</b>	25	100%	77%	4	6	10	5	1	26
<b>AP Computer Science Principles 2020</b>	10	100%	60%	0	3	3	2	2	10
<b>AP Computer Science</b>	1	100%	100%	0	1	0	0	0	1

<b>Principles 2021</b>									
<b>AP Computer Science Principles 2022</b>	10	60%	83%	3	1	1	1	0	6
<b>AP Computer Science Principles 2023</b>	12	100%	92%	3	4	4	0	1	12
<b>AP English Language and Composition 2018</b>	70	100%	70%	6	11	32	19	3	71
<b>AP English Language and Composition 2019</b>	73	97%	69%	2	19	28	21	1	71
<b>AP English Language and Composition 2020</b>	76	92%	73%	6	19	26	14	5	70
<b>AP English Language and Composition 2021</b>	65	74%	71%	1	17	16	13	1	48
<b>AP English Language and Composition 2022</b>	59	93%	73%	8	15	17	11	4	55
<b>AP English Language and Composition 2023</b>	45	98%	64%	5	13	10	13	3	44
<b>AP English Literature and Composition 2018</b>	40	100%	65%	5	9	12	13	1	40
<b>AP English Literature and Composition 2019</b>	30	100%	71%	4	5	13	8	1	31

<b>AP English Literature and Composition 2020</b>	42	86%	72%	4	10	12	7	3	36
<b>AP English Literature and Composition 2021</b>	64	45%	52%	1	7	7	12	2	29
<b>AP English Literature and Composition 2022</b>	39	67%	81%	6	9	6	3	2	26
<b>AP English Literature and Composition 2023</b>	54	91%	88%	6	17	20	5	1	49
<b>AP Seminar 2018</b>	18	100%	89%	1	3	12	2	0	18
<b>AP Seminar 2019</b>	6	100%	83%	0	0	5	1	0	6
<b>AP Seminar 2020</b>	19	100%	74%	0	1	13	5	0	19
<b>AP Seminar 2021</b>	4	75%	67%	0	0	2	1	0	3
<b>AP Seminar 2022</b>	5	100%	100%	1	1	3	0	0	5
<b>AP Seminar 2023</b>	9	100%	89%	0	0	8	1	0	9
<b>AP French Language and Culture 2018</b>	2	100%	100%	1	1	1	0	0	3
<b>AP French Language and Culture 2019</b>	4	100%	50%	0	0	2	2	0	4
<b>AP French Language and Culture 2020</b>	15	93%	86%	0	5	7	2	0	14
<b>AP French Language and Culture 2021</b>	13	54%	71%	0	1	4	2	0	7
<b>AP French Language</b>	5	60%	67%	0	0	2	1	0	3



<b>and Culture 2022</b>									
<b>AP Spanish Language and Culture 2018</b>	4	40%	60%	1	1	4	4	0	10
<b>AP Spanish Language and Culture 2019</b>	2	0%	0%	0	0	0	0	0	0
<b>AP Spanish Language and Culture 2020</b>	3	67%	100%	1	0	1	0	0	2
<b>AP Spanish Language and Culture 2021</b>	4	75%	33%	0	1	0	2	0	3
<b>AP Spanish Language and Culture 2022</b>	0	0%	0%	0	0	0	0	0	0
<b>AP Chinese Language and Culture 2018</b>	1	100%	100%	1	0	0	0	0	1
<b>AP Chinese Language and Culture 2020</b>	1	100%	100%	0	0	1	0	0	1
<b>AP Chinese Language and Culture 2021</b>	2	50%	100%	1	0	0	0	0	1
<b>AP Chinese Language and Culture 2022</b>	0	0%	0%	0	0	0	0	0	0
<b>AP United States History 2018</b>	80	100%	49%	10	9	20	26	15	80
<b>AP United States History 2019</b>	108	90%	47%	5	14	27	34	17	97
<b>AP US History 2020</b>	112	88%	61%	10	18	32	23	16	99
<b>AP US History 2021</b>	87	67%	38%	3	8	11	14	22	58
<b>AP US History 2022</b>	67	93%	35%	2	4	16	24	16	62

<b>AP US History 2023</b>	86	88%	47%	5	11	20	23	17	76
<b>AP Comparative Government and Politics 2018</b>	51	1%	40%	0	1	1	2	1	5
<b>AP Comparative Government and Politics 2019</b>	36	14%	40%	0	2	0	2	1	5
<b>AP Comparative Government and Politics 2020</b>	52	12%	100%	1	3	2	0	0	6
<b>AP Comparative Government and Politics 2021</b>	90	1%	100%	0	0	1	0	0	1
<b>AP Comparative Government and Politics 2022</b>	52	.08%	75%	0	1	2	1	0	4
<b>AP Comparative Government and Politics 2023</b>									0
<b>AP European History 2018</b>	12	100%	91%	1	2	7	1	0	11
<b>AP European History 2019</b>	21	95%	45%	0	4	5	11	0	20
<b>AP European History 2020</b>	8	100%	13%	0	1	0	4	3	8
<b>AP European History 2021</b>	10	70%	71%	1	1	3	2	0	7
<b>AP European History 2022</b>	5	100%	60%	0	1	2	2	0	5

<b>AP European History 2023</b>	13	100%	31%	0	3	1	7	2	13
<b>AP United States Government and Politics 2018</b>	39	100%	62%	3	6	15	9	6	39
<b>AP United States Government and Politics 2019</b>	36	97%	57%	3	4	13	12	3	35
<b>AP US Gov't and Politics 2020</b>	62	61%	61%	6	8	9	9	6	38
<b>AP US Gov't and Politics 2021</b>	90	33%	57%	1	5	11	9	4	30
<b>AP US Gov't and Politics 2022</b>	52	79%	41%	1	4	12	14	10	41
<b>AP US Gov't and Politics 2023</b>	51	84%	51%	3	6	13	16	5	43
<b>AP Micro/Macro Economics 2019</b>	0	0%	0%	0	0	0	0	0	0
<b>AP Micro/Macro Economics 2020</b>	2	100%	100%	1	1	0	0	0	2
<b>AP Micro/Macro Economics 2021</b>	0	0%	0%	0	0	0	0	0	0
<b>AP Micro/Macro Economics 2022</b>	0	0%	0%	0	0	0	0	0	0
<b>AP Psychology 2018</b>	60	87%	33%	5	5	7	14	21	52
<b>AP Psychology 2019</b>	73	95%	48%	4	9	20	10	26	69
<b>AP Psychology 2020</b>	39	90%	57%	3	7	10	5	10	35

<b>AP Psychology 2021</b>	59	51%	23%	1	3	3	6	17	30
<b>AP Psychology 2022</b>	37	68%	56%	2	8	4	7	4	25
<b>AP Psychology 2023</b>	48	85	41%	3	4	10	4	20	41
<b>AP Calculus A/B 2018</b>	47	94%	52%	6	6	14	17	7	50
<b>AP Calculus A/B 2019</b>	80	100%	59%	10	14	23	24	9	80
<b>AP Calculus A/B 2020</b>	81	98%	52%	7	11	23	29	9	79
<b>AP Calculus A/B 2021</b>	70	47%	.06%	1	0	3	16	13	33
<b>AP Calculus A/B 2022</b>	46	98%	36%	3	6	7	19	10	45
<b>AP Calculus A/B 2023</b>	63	95%	35%	1	7	13	21	18	60
<b>AP Calculus B/C 2018</b>	33	100%	72%	5	6	12	9	0	32
<b>AP Calculus B/C 2019</b>	18	100%	67%	2	7	3	6	0	18
<b>AP Calculus B/C 2020</b>	33	79%	73%	3	9	7	6	1	26
<b>AP Calculus B/C 2021</b>	47	34%	63%	3	1	6	5	1	16
<b>AP Calculus B/C 2022</b>	19	100%	42%	1	0	7	7	4	19
<b>AP Calculus B/C 2023</b>	16	100%	69%	3	0	8	4	1	16
<b>AP Statistics 2018</b>	11	100%	55%	0	2	4	2	3	11
<b>AP Statistics 2019</b>	7	86%	67%	0	1	3	2	0	6
<b>AP Statistics 2020</b>	2	100%	100%	0	2	0	0	0	2
<b>AP Statistics 2021</b>	7	100%	71%	2	1	2	1	1	7
<b>AP Statistics 2022</b>	0	0%	0%	0	0	0	0	0	0
<b>AP Music Theory 2018</b>	22	73%	50%	3	3	2	6	2	16

<b>AP Music Theory 2019</b>	13	69%	67%	3	2	1	1	2	9
<b>AP Music Theory 2020</b>	13	46%	67%	2	1	1	1	1	6
<b>AP Music Theory 2021</b>	13	23%	33%	0	0	1	1	1	3
<b>AP Music Theory 2022</b>	15	53%	63%	0	3	2	3	0	8
<b>AP Music Theory 2023</b>	16	50%	63%	3	0	2	2	1	8
<b>AP Environmental Science 2018</b>	28	82%	53%	3	5	10	12	4	34
<b>AP Environmental Science 2019</b>	20	100%	61%	3	10	4	7	4	28
<b>AP Environmental Science 2020</b>	19	89%	71%	3	6	3	4	1	17
<b>AP Environmental Science 2021</b>	21	57%	33%	1	3	0	4	4	12
<b>AP Environmental Science 2022</b>	24	88%	52%	2	3	6	6	4	21
<b>AP Environmental Science 2023</b>	41	78%	53%	0	10	7	9	6	32
<b>AP Biology 2018</b>	43	100%	98%	10	19	13	1	0	43
<b>AP Biology 2019</b>	49	100%	98%	16	18	14	1	0	49
<b>AP Biology 2020</b>	42	95%	93%	8	13	16	3	0	40
<b>AP Biology 2021</b>	25	82%	84%	3	14	10	5	0	32
<b>AP Biology 2022</b>	39	97%	92%	13	15	7	3	0	38
<b>AP Biology 2023</b>	27	100%	96%	6	12	8	1	0	27
<b>AP Chemistry 2018</b>	18	100%	63%	0	2	8	4	2	16

<b>AP Chemistry 2019</b>	26	69%	72%	4	1	8	5	0	18
<b>AP Chemistry 2020</b>	24	100%	46%	1	6	4	10	3	24
<b>AP Chemistry 2021</b>	23	78%	44%	1	3	4	8	2	18
<b>AP Chemistry 2022</b>	11	82%	44%	0	3	1	3	2	9
<b>AP Chemistry 2023</b>	19	89%	88%	0	4	11	2	0	17
<b>AP Physics 1 2018</b>	31	100%	30%	0	4	6	12	11	33
<b>AP Physics 1 2019</b>	51	75%	24%	3	1	5	17	12	38
<b>AP Physics 1 2020</b>	47	100%	29%	1	6	7	18	16	48
<b>AP Physics 1 2021</b>	30	13%	25%	0	0	1	3	0	4
<b>AP Physics 1 2022</b>	13	69%	.1%	0	1	0	2	6	9
<b>AP Physics 1 2023</b>	23	100%	48%	0	6	5	7	5	23
<b>AP Physics 2 2018</b>	6	100%	50%	0	1	2	3	0	6
<b>AP Physics 2 2019</b>	4	75%	67%	0	0	2	1	0	3
<b>AP Physics 2 2020</b>	4	67%	33%	0	1	1	3	1	6
<b>AP Physics 2 2021</b>	9	1%	100%	0	1	0	0	0	1
<b>AP Physics 2 2022</b>	5	40%	100%	0	0	2	0	0	2
<b>AP Latin 2020</b>	1	100%	100%	1	0	0	0	0	1
<b>AP Research 2019</b>	14	100%	50%	0	3	4	6	1	14
<b>AP Research 2020</b>	6	100%	83%	0	1	4	1	0	6
<b>AP Research 2021</b>	7	43%	100%	1	1	1	0	0	3
<b>AP Research 2022</b>	3	100%	100%	1	1	1	0	0	3

<b>AP Research 2023</b>	4	100%	75%	0	1	2	1	0	4
<b>AP Human Geography 2019</b>	1	100%	100%	1	0	0	0	0	1
<b>AP Human Geography 2020</b>	1	100%	100%	0	1	0	0	0	1
<b>AP World History Modern 2019</b>	3	66%	50%	1	0	0	1	0	2
<b>AP World History Modern 2020</b>	3	100%	67%	1	0	1	1	0	3
<b>AP World History Modern 2021</b>	2	0%	0%	0	0	0	0	0	0
<b>AP World History Modern 2022</b>	0	0%	0%	0	0	0	0	0	0
<b>TOTAL 2018</b>	637	92%	60%	64	102	188	156	76	586
<b>TOTAL 2019</b>	716	90%	60%	67	124	194	182	77	644
<b>TOTAL 2020</b>	736	83%	63%	61	136	185	149	80	611
<b>TOTAL 2021</b>	748	47%	50%	21	70	87	105	70	353
<b>TOTAL 2022</b>	514	76%	56%	43	78	99	107	63	390
<b>TOTAL 2023</b>	531	90%	59%	41	98	142	116	80	477

\*Students not enrolled in class tested

### Scholastic Assessment Test (SAT) Information

#### Scholastic Assessment Test (SAT)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Number of Evidence Based Reading and Writing Test Takers</b>	216	237	221	269	216	
<b>Evidence Based Reading and Writing Mean Score</b>	584	575	575	598	509	
<b>Number of Math Test Takers</b>	216	237	221	269	216	
<b>Math Mean Score</b>	574	549	561	582	492	

*\* Add or delete space as needed.*



**Part V: Goals, Strategies, and Action Steps**

<b>SMART Goal Statement 1: Jefferson Forest High School learners will become more career-ready. This year at least 75 future-focused events will be made available and published for students to attend.</b>			
<b>Strategy 1: This year at least 75 future-focused events will be made available and published for students to attend. Next year we will increase student participation in these events based on baseline data gathered this year.</b>			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
<b>Community Connections Team</b>	Scott Zaring CCT chair	Ongoing	Community Partnerships, Clubs/ training opportunities
<b>Faculty from SGSTC- Discuss opportunities</b>	Silvey/ Admin/ GSTC staff	First-semester	Calendar/event/ Virtual presentation
<b>Push information out through social media to connect with where students and parents are.</b>	Admin/ Counseling/ Career Coach/ CCT/Lead Teacher	Ongoing	<a href="#">Social media</a> / <a href="#">Weekly emails</a> / <a href="#">ParentTalk</a> / <a href="#">Cavalier Podcast</a> /Canvas Pages/ School Website
<b>Streamline Communication about events planned by Counseling Department</b>	Counseling/ ITC/ Admin, Career Coach	Ongoing	Google Calendar embedded on webpage/ Weekly Emails/ Canvas announcements for each grade level
<b>Field trips- STEM, BSTC, Governor School, CVCC, Bedford CVCC, college campus visit, Bedford One visits</b>	Counseling, Career Coach, Learning Coaches	Ongoing	Student attendance
<b>Increase job Co-op/Internship opportunities for JFHS students (10th grade)</b>	Mike Hoisington, Scott Zaring, Counselors	January 31, 2024	Student schedules

<b>Career Exploration Activities</b>	English Teachers	Ongoing	Major Clarity Learner Profiles
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**Strategy 2: Learners will practice Workplace Skills (communication, critical thinking, collaboration, creativity, student agency).**

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
<b>Project Based Learning</b>	PBL teachers and other teachers	ongoing	PBL Data Presentations National History Day
<b>Video Presentations- (Ideas from Workplace Readiness Skills)</b>	Major Clarity/ English Teachers	ongoing	Videos/ SEL lessons
<b>SABRE Students</b>	Michelle Mandell	Weekly	SABRE meeting agendas and schedules
<b>IRON Student Group</b>	Jonathan Taylor	bi-weekly	Meeting notes
<b>Student Portfolio</b>	Students	Every nine weeks update	Major Clarity
<b>CTE/ Fine Arts Essential Skills Focus</b>	Fine Arts/ CTE PLC	1 Skill every nine weeks	Common Assessment data

*\* Add or delete rows as needed for desired action steps. \*Goal Statements may have more than one strategy (i.e., copy and paste an additional table if needed). \*Schools in improvement may focus on the Rapid Success Indicators.*

**SMART Goal Statement 2:** Jefferson Forest High School will foster relationships and communication among students, faculty, and parents to reduce the number of referrals by 10% and to increase positive relationships among students and faculty.

**Strategy 1: Reduce the number of referrals by 10%, including a reduction of SPED referrals by 15%.**

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
<b>Student Support Services Team</b>	Ben Martin (Chair)	Bi-weekly	Organize Tier 3 interventions and resources. Individual

			student action plans
<b>Monitor discipline data to develop strategies to reduce suspensions.</b>	Administrative Team	Monthly	Monthly reports from Powerschool including student violations and consequence code
<b>Administrative Support for discipline to teachers</b>	Administration	Small group faculty meetings 8/2023 Canvas resources for classroom management	Sign-in sheets and powerpoints from meetings -Canvas Resources
<b>Non-Violent Crisis Intervention training</b>	SBO, Special Education Services	Annually with refresher training	Certificate of completion, shared de-escalation techniques at faculty meetings
<b>Develop Tier 3 student list (based on teacher referrals for academics or behavior)</b>	Martin SSS chair and intervention team	weekly	Tracking tier 3 students through Powerschool, intervention, and CICO with IDS
<b>School-wide town hall meetings to address expectations</b>	Administration	2nd week of school	Presentation: Announcement in Canvas
<b>Classroom Management Addition</b>	Teachers Taylor/ Foster/Greer	Whole school year	Teachers have an option of requesting assisting IDS/ ISS staff for minor behaviors.
<b>Intervention Design Specialist Process</b>	IDS coordinator/ Admin	ongoing	Referral Spreadsheet:  Student Data:
<b>Alternative to Suspension</b>	ATS Coordinator/IDS Coordinator	ongoing	Implementation of ATS program with restorative practices.
<b>E-Hall pass program</b>	All staff	ongoing	Program

<b>Mentor Coaches:</b> Counselors provide support for learning coaches for SEL and Skills lessons.	Counselors, School Social Worker, IDS staff	Ongoing	Communication Logs
<b>Monthly meetings of the Mental Health team.</b>	School Social Worker, Admin, Counselor, School Pysch, Lead teacher	Ongoing	Tier 1 and tier 2 interventions: Mental Health Awareness Events/ Challenges
<b>Strategy 2: Create opportunities to foster positive interactions among students, staff, and the community.</b>			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
<b>Parent Family Connection Team</b>	Brian Miller (PFC Chair)	Weekly	Tuesday & Friday Messages to families. <a href="#">Social media</a> / <a href="#">Weekly emails</a> / <a href="#">ParentTalk</a> / <a href="#">Cavalier Podcast</a> / Meeting minutes
<b>SABRE-meet with freshmen monthly</b>	Mandell	Monthly	Google Calendar, Canvas
<b>Communication: Weekly Emails, Canvas Observers, Instagram</b>	Admin/ Staff, Lead Teacher	Ongoing	Sent Messages
<b>Clubs</b>	Parents/ Staff/ Students	Ongoing	Club attendance

\* Add or delete rows as needed. \*Goal Statements may have more than one strategy (i.e., copy and paste an additional table).

**SMART Goal #3:** Jefferson Forest High School learners will maintain the current pass rates and identified students of promise will increase SOL scores by 10% or reach a minimum proficiency of 70% in math and 75% in English.

**Strategy 1: Target remediation in math.**

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
<b>Academic Intervention Team to support students and teachers.</b>	Twanna Hancock (chair)	2 meetings per month	Tier 2 interventions for academic needs 2023-2024 Referral process form
<b>Targeting subgroup remediation for mathematics based on baseline data, Dept. Common questions, and teacher recommendations.</b>	Twanna Hancock/Alison Witt	Retakes 2022-23 Test Scores Common questions sets throughout the year	Student progress toward the goal of student growth in Mastery Connects
<b>Requiring math teachers to provide and publicize times when extra help is offered to students. Require struggling to attend sessions.</b>	math teachers	Math lab, before/after school hours	Teacher records/ math lab schedule/math extra help flyer also included in parent/family newsletter
<b>Monitoring grades of subgroup students, remediation attendance, remediation progress.</b>	Alison Witt	Twice each 9-weeks	Spreadsheets with information tracking students' progress
<b>Meeting with math teachers for each course about data from common questions to identify topics where extra instruction or support is needed</b>	math teachers	All year	Teacher lesson plans documenting that they are implementing strategies that focus on the topics identified for additional support.
<b>Instruction Team/ PLC meetings</b>	Department chairs/Administrators/ Lead Teacher	Monthly	Data Team meeting slides Department/PLC Meeting minutes
<b>Before school remediation for Algebra 1 2 days a week</b>	Math Department	All year	Assessment Data

<b>After school remediation for Geometry 1 day a week</b>	Lotz	All year	Assessment Data
<b>After school remediation for Algebra II 1 day a week</b>	Lotz	All year	Assessment Data
<b>Before school remediation for Algebra II 2-3 days a week</b>	Witt	All year	Assessment Data
<b>Remediation teacher works with term grads during their math class to assist them in passing the SOLs</b>	Rumrill	All year	Assessment Data
<b>Remediation Teacher “Push-in” support in the area of greatest need.</b>	Rumrill	All year	Assessment Data
<b>Math Labs for students in core class that are identified by their math teacher as needing more support during their math class period</b>	Math teachers assigned to math lab during their duty period	All year	Assessment Data

<b>Strategy 2: Target remediation for subgroup students in reading .</b>			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
<b>Intervention team to support students and teachers.</b>	Hancock	Bi-weekly meetings	Intervention team referrals/ plans
<b>Targeting students with disabilities remediation for reading based on previous</b>	Wheeler	Fall and Summer Retakes 2022-23 Test Scores All year through teacher	Students progress towards the goal of passing the SOL test.

<b>SOL scores (SDBQ, PSAA Item Analysis, IXL Language Arts diagnostic, Savvas Beginning of the Year assessment, and teacher recommendation.</b>		assessments	
<b>Implementation of tier one instruction strategies: free reading in English class, use of Newsela or similar articles, collaborate with the reading supervisor, coach and English department leads in BCPS</b>	English Department	All year	Teacher lesson plans documenting that they are implementing strategies.
<b>Monitoring grades of subgroup students, remediation attendance, and remediation progress.</b>	Wheeler/ Wilson	All year	Student progress toward goal of passing SOL test.
<b>Familiarizing teachers with SPED students' specific disabilities and associated accommodations to facilitate reading instruction.</b>	SPED case managers English Teachers	All year	SOL scores Year long data
<b>Targeted small group instruction for at-risk readers based on testing data in grades 9,10,11 and 12.</b>	Reading Specialist (Wheeler)	All year	SOL scores, Year-long data
<b>The use of a designated English Lab each period with a teacher to support students. Teachers can remediate based on skill needed.</b>	English Department	All Year	Year-Long Data

<b>Targeted in-class skills remediation through Tier I interventions</b>	English Department	All Year	Assessment Data
<b>English 9 and 10 collaboration teachers received a copy of Nancy Dean's <i>Discovering Voice</i> and are using it for small group instruction, as needed.</b>	Eng 9 and 10 Teachers	2nd Semester	Writing Samples
<b>Collaboration/Co-Taught classroom teachers using small groups in class for intervention</b>	Co-taught classes	All Year	Assessment Data

**SMART Goal #4:** Jefferson Forest High School will focus on essential skills in our Professional Learning Communities. 100% of the departments will redefine existing objectives, procedures, and/or offerings in order to challenge and empower all learners. These practices will seek to infuse critical thinking, creativity, communication, and citizenship, along with collaboration with staff, families, and the community to support learning.

**Strategy 1: Provide a variety of professional learning opportunities at various levels for staff.**

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
<b>1. Implementation of JFHS Tier 1 Instructional Plan</b>	Twanna Hancock/Brian Miller/ Instructional Team/ Administrators/ Leadership Team	Throughout year	<a href="#">JFHS Tier 1 Instructional Plan slides</a> Classroom Observation data Quarterly D and F reports



<b>2. Review available data to determine PL needs for staff</b>	Administrators/ Instructional Specialists (Brian Miller, Nathan Munson, Carrie Dodge)	PL survey data, monthly faculty meetings, Mid-Year PL survey, End of Year PL survey	PL Survey Data PL Calendar Observation data Faculty meeting exit ticket data
<b>3. Establish regular meetings/communication between ITCs, Lead Teacher for Instruction, Library Media Specialist to discuss PL needs for staff</b>	Twanna Hancock/Brian Miller/Carrie Dodge/Nathan Munson/Sarah Sennett	Weekly/biweekly instructional specialists meetings	PL Calendar Instructional Specialists Meeting Notes
<b>4. Create and Maintain PL Calendar to plan a variety of PL opportunities for staff</b>	Brian Miller/Nathan Munson/Twanna Hancock	September 2022, maintain throughout year	PL Calendar
<b>5. Seek opportunities for teachers, JFHS instructional specialists, and counselors, to provide PL to staff</b>	Brian Miller/Nathan Munson/Carrie Dodge/Sarah Sennett/Administrators	Throughout the year	PL Calendar Faculty meeting training slides PLC meeting agendas
<b>6. Provide virtual, in-person PL offerings for staff on Individual Team and Planning Days</b>	Brian Miller/Nathan Munson/Carrie Dodge/Sarah Sennett	Individual Team and Planning Day	PL Calendar
<b>7. Plan and co-teach with teachers individually to enhance instruction</b>	Brian Miller/Nathan Munson/Carrie Dodge/Sarah Sennett	Throughout the year	Instructional specialists calendars, artifacts from planning sessions and co-teaching with teachers (notes, lessons, slides)

**Strategy 2: Develop a schedule and support systems that promote innovation and student-centered learning.**

<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
<b>Adapt special education</b>	Morris/ West	August 15, 2023	Master Schedule

<b>schedules for staff to provide consistent support.</b>			
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