
2006-2007

School Improvement Plan

Jefferson County
Adult High School

**201 West Dumplin Valley Road
Jefferson City, TN 37760
(865) 397-9385**

Table of Contents

Component One	3
Component Two	16
Component Three	18
Component Four	24
Component Five	27
Component Six	28

Component One

School Profile and Collaborative Process

Indicator 1.1 SIP Leadership Team Composition

Jefferson County Adult High School Leadership Team

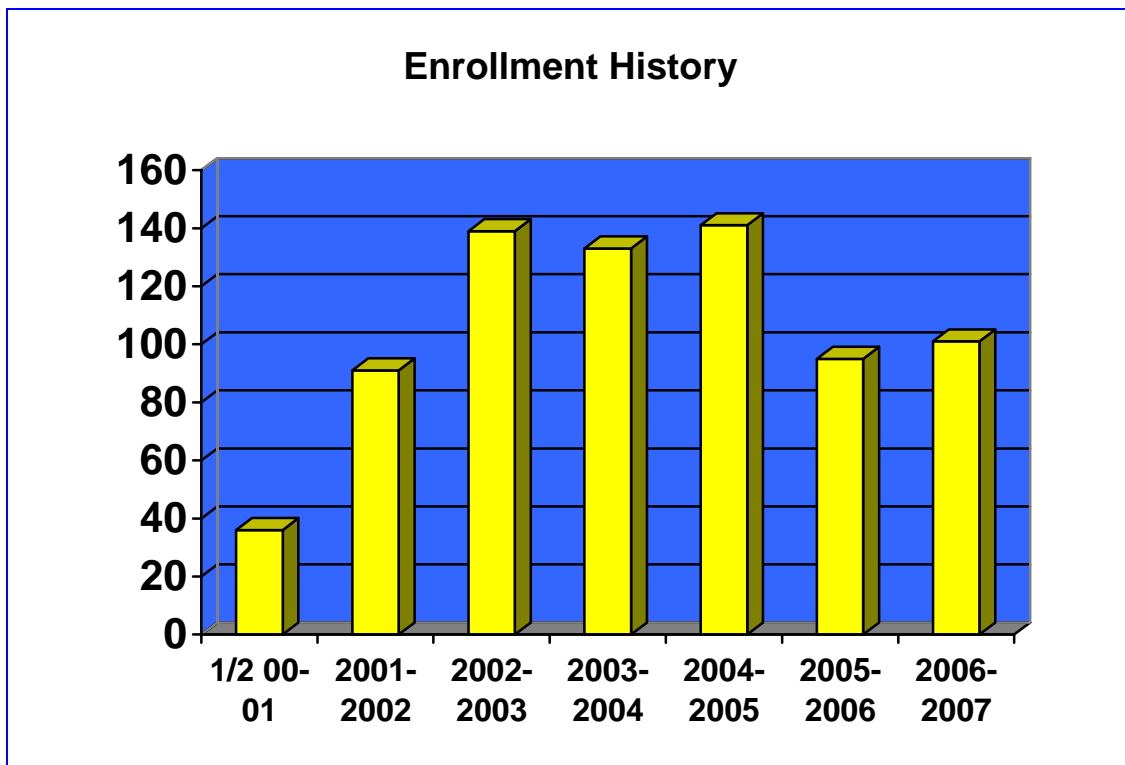
Doug Moody, Director of Schools
**Connie Campbell, Director of Human Resources,
Planning & Assessment**
Bill Nolen, Director of Facilities
Faye Humbard, Director of Technology
Mike Long, Director of Finance
Carol Clamon, Principal of Adult High School
Steve Williams, Instructor for Adult High School
Cathy Whitson, JCHS Guidance Counselor
Tammy Bolin, JCHS Special Education Coordinator
LaQuada Hulgin, Instructor for Adult Education
Shelly Manis, Testing Coordinator for Adult Education
Michael Strange, Director of Workforce Investment Act
Linda Shannon, former Adult High School Coordinator
Linda Hodges, former AHS Instructor
Frank Clamon, County Commissioner
Anne Marie Potts, School Board Commissioner
Doyle Shoun, Parent
Sasha Clabo, Student

Indicator 1.2 Subcommittee Formation and Operation

There were no subcommittees formed for the purpose of the school improvement plan. All members of the leadership team have had or continue to have a major role in the decision making process for the adult high school. There have been several meetings during the 2006-2007 school year to discuss the different components of the School Improvement Plan.

Indicator 1.3 Collection of Demographic Data and Analysis

I. STUDENT CHARACTERISTICS



Student Demographics

The student population consisted of 54 males and 40 females at the end of the 2005-2006 school year. A total of 88 students were white. Of the minorities, 2 were African-American, 3 were Hispanic, and 1 was Pacific Islander.

Currently for the 2006-2007 school year, 98 students are white and 3 are African-American.

English Proficiency

Throughout the history of the adult high school, there have been no students enrolled in English as a Second Language classes.

Special Education Services

The Special Education Department at Jefferson County High School served 18 students at the adult high school during the 2005-2006 school year. All of these students received consultative services.

Currently for the 2006-2007 school year, there have been 10 students who have received consultative services.

Free and Reduced Lunch Rate

There are no meals available to the adult high school students; therefore, there are no statistics kept.

Average Daily Attendance

Currently for the 2006-2007 school year, the average daily attendance is 12.33 students.

Discipline Referrals

Throughout the history of the adult high school there have been no discipline referrals made.

Dropout Rate

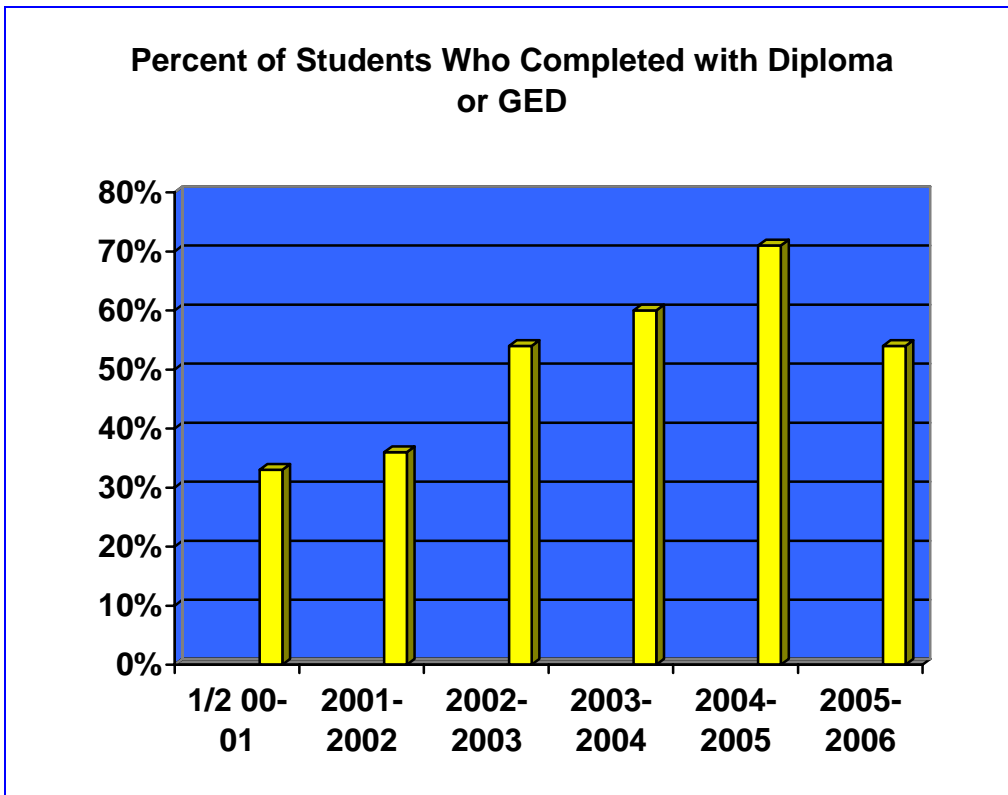
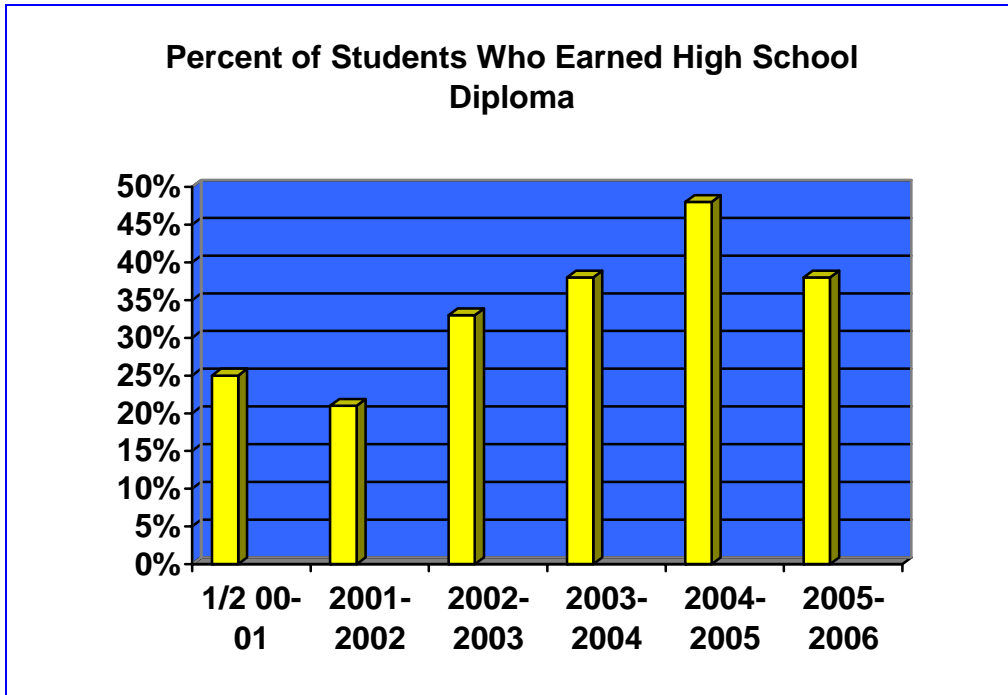
For the 2005-2006 school year, 95 students enrolled in the adult high school. The statistics are:

- 36 Earned a High School Diploma
- 15 Earned a GED
- 15 Entered Adult Education
- 7 Remained in the Adult High School
- 21 Dropped Out Without Entering Adult Education

Currently for the 2006-2007 school year, 101 students have enrolled in the adult high school. Their status to date is:

- 33 Have Earned High School Diploma
- 22 Are Working Toward a High School Diploma
- 17 Have Earned GED
- 24 Are Working Toward a GED
- 5 Have Dropped Out of Adult High School and Have Not Entered Adult Education

Graduation Rate



II. STAFF CHARACTERISTICS

Carol Clamon, Principal, BA, 21 years teaching experience

Steve Williams, Instructor, EdS, 20 years teaching experience, Highly Qualified in English, Math, Science, and Social Studies

III. SCHOOL CHARACTERISTICS

Historical Background

Jefferson County Adult High School was established by the Jefferson County School Board in January 2001. At that time, it was administered by Jefferson County High School. In August 2005, the adult high school obtained its own school number. Its purpose is to serve Jefferson County youth who are 17 or 18 years old, in the 11th or 12th grade, and who are referred by Jefferson County High School.

While in attendance at the adult high school, students may complete the required credits necessary for graduation. Upon completion the student is awarded a regular high school diploma, a certificate of attendance, or a special education diploma.

To earn one unit of credit, a minimum of 133 contact (classroom) hours is required. To earn 1/2 unit of credit, a minimum of 67 contact (classroom) hours is required.

Jefferson County Adult High School requires 20 units of credit for graduation. In order to earn a regular diploma the student must also pass the English, Algebra, and Science Gateway tests. If a student completes the 20 units of credit but fails one or more of the Gateway tests, the student will be awarded a certificate of attendance. Upon completion of the student's Individual Educational Plan, the student will be awarded a special education diploma.

The school is organized into one class with approximately 20 students at any given time. Students work at their own pace through an individual educational program to complete courses.

From January 2001, through April 2007, the adult high school has enrolled 736 students. Of these 260 have graduated and 140 have left the adult high school and gone on to earn their GED.

Facilities

The Jefferson County Adult High School is housed in the Oakland Adult Learning Center which is located next door to the Jefferson County High School. This building is shared by the adult high school, adult education, and the Workforce Investment Act program.

Environmental and Safety Conditions

Oakland Adult Learning Center is located between the school bus garage and technology center and Jefferson County High School. The resource officers at the high school are available to us upon request. The Dandridge Police Department patrols the area on a regular basis.

Grade Distribution

The adult high school serves grades 11 and 12.

Length of School Year and School Day

The adult high school is a 12 month program.

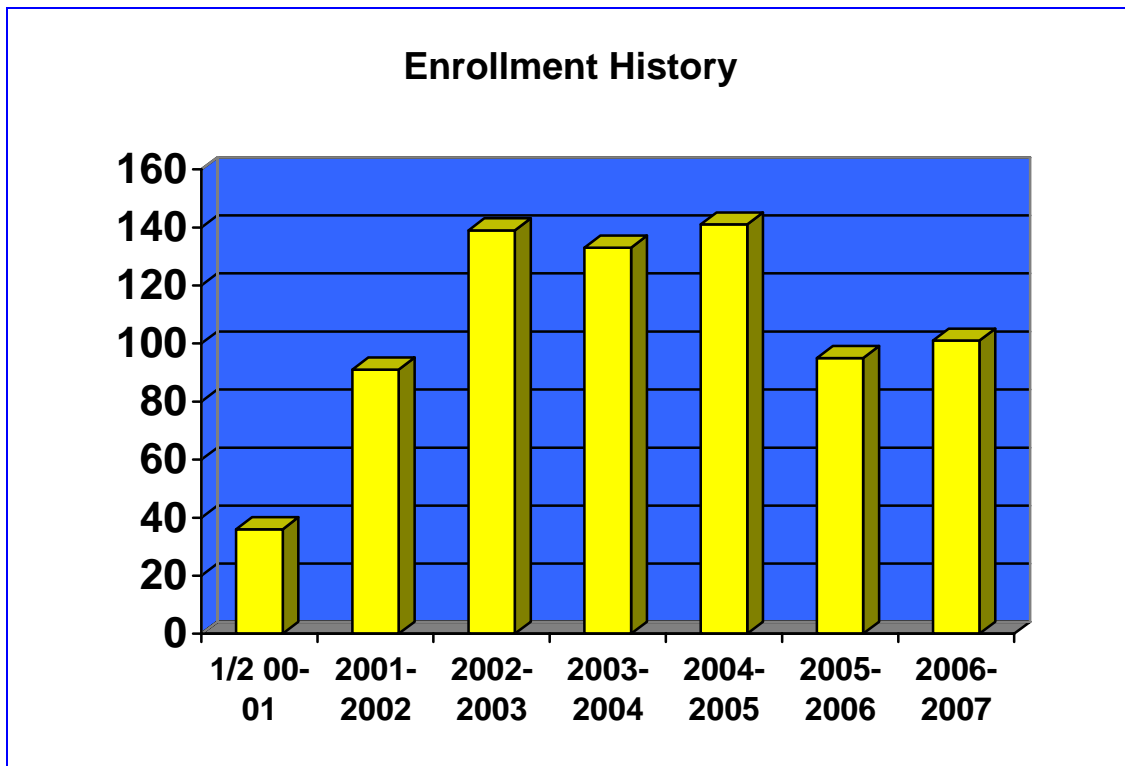
The school day is eight o'clock in the morning until three-thirty in the afternoon. All students are in class for 4 hours in the morning. They are dismissed at noon. Students are free to return after lunch for the afternoon class.

Operating Budget/Per Pupil Expenditures

The Jefferson County Adult High School is funded 100% by the Jefferson County School Board. The school system receives funding based on the average daily attendance of the adult high school. The 2005-2006 budget was \$54,143.

- Teacher salary and benefits were \$52,443**
- Instructional materials and other costs were \$1,700**
- 94 students were served at a cost of \$576 per student**

Enrollment Data



Curriculum Offerings

English 11 and 12
Foundations Math I and II
Algebra I and II
Geometry
Biology
Physical Science
Earth Science
Environmental Science
Principles of Business

U.S. History
U.S. Government
World History
World Geography
Economics
Marketing I
Family/Parenting Education
Business Legal Systems
Adult Living

IV. PARENT/GUARDIAN DEMOGRAPHICS

Race

The U.S. Census Bureau data currently indicates that 75% of the Jefferson County population is white; 12% is African-American; 4% is Asian; 9% is listed as American Indian, Native Hawaiian, two or more races, or some other race.

Marital Status

The U.S. Census Bureau reports that approximately 54% of the Jefferson County population is married.

Level of Education

According the U.S. Census Bureau, 71% of the Jefferson County population has a high school diploma or higher.

Employment Rate

Currently, the unemployment rate in Jefferson County is 4.7%.

Income Level

The median household income of Jefferson County is reported by the U.S. Department of Labor as \$32,824.

V. COMMUNITY CHARACTERISTICS

Size of Community

The population of Jefferson County is approximately 47,000 residents.

Average Income

The average household income of Jefferson County is \$32,824.

Major Employers

Major employers in Jefferson County include Appalachian Electric Cooperative, Bush Brothers Corporation, Carson-Newman College, Clayton Homes, Dillard Smith Contractors, Jefferson County Schools, Nashua, Old Dominion Freight Company, Specialty Defense Systems, and Wal-Mart.

Residents with School-age Children

Approximately 22.9 percent of the households in Jefferson County have at least one child aged eighteen years or younger.

Community Involvement or Participation in School Activities

The Jefferson County Literacy Council supports the adult high school by providing input concerning all aspects of the adult high school including monetary assistance.

The Workforce Investment Act is available to adult high school students who meet the financial qualifications. Students can receive travel expenses to and from school, help with employment, and a reward payment when they earn their diploma.

Walters State Community College visits the adult high school several times a year for the purpose of encouraging students to further their education.

Military recruiters visit the adult high school many times during the year to answer questions about a career in the military.

A representative from the Educational Opportunity Center office is at the adult high school three days a week for the purpose of helping students apply to college, technical school, or other post-secondary training and apply for financial aid.

Component Two

Beliefs, Mission and Vision

Indicator 2.1 Collaborative Process

There were eight members of the leadership team who worked on the beliefs, mission, and vision statements. Each person was given the information available and asked to work on the statements individually. The various statements were collected, a final consultation was held, and the final product was produced.

Indicator 2.2 Clarity of Belief Statements

Indicator 2.3 Comprehensive Belief Statements

Belief Statements

Learning is self-paced and requires personal responsibility.

Instruction is individualized.

Assessment is individualized to measure the success of each student.

Decision making involves all stakeholders and is made in the best interest of the students.

Policies are made for the safety and well being of all persons involved.

Indicator 2.4 Clarity of Mission Statement/Focus on Student Success

Mission

Students will have the basic academic skills necessary to enter the workforce and/or postsecondary education or training.

Indicator 2.5 Clarity of Vision/Focus on School Success

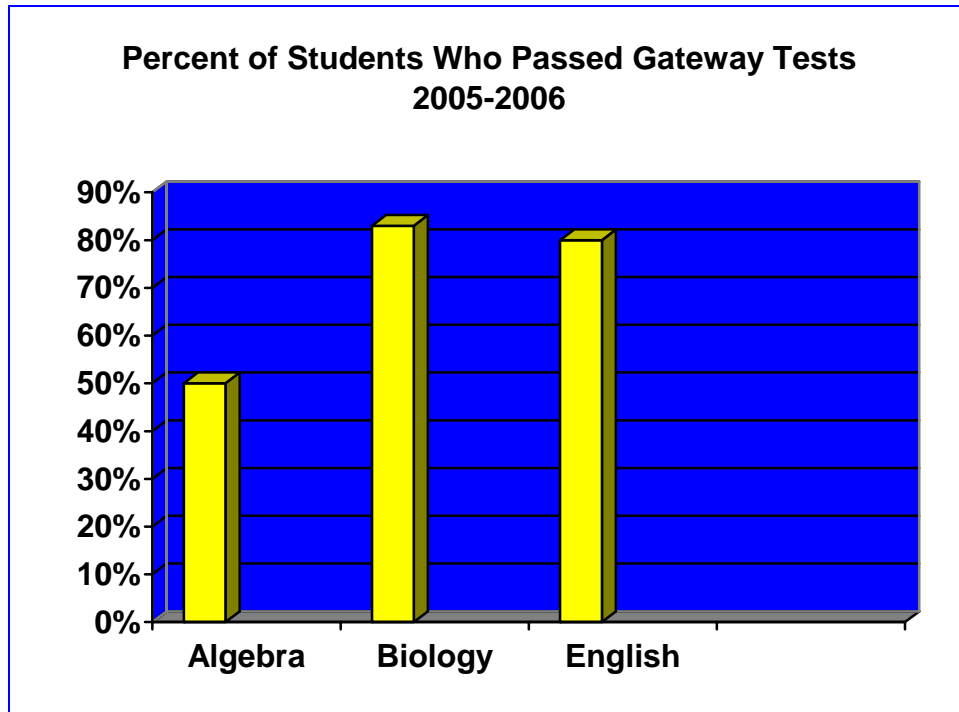
Vision

The adult high school will be a place that can accommodate any adult in Jefferson County who wishes to complete the requirements for a high school diploma. With additional space, technology, and staff all the citizens will be served effectively.

Component Three

Academic and Non-Academic Data Analysis

Indicator 3.1 Variety of Academic and Non-Academic Assessment Measures



The vast majority of students in adult high school have passed the three Gateway tests prior to enrolling. For the 2005-2006 school year, a total of 18 students tested in algebra, 5 tested in biology, and 6 tested in English.

All students enrolled in the eleventh grade take the writing assessment. For the 2005-2006 school year, 5 students were tested. Three of the students scored a Three, and two of the students scored a Four. For the 2006-2007 school year, only one student took the writing assessment.

Dropout Rate

For the 2005-2006 school year, 95 students enrolled in the adult high school. The statistics are:

- 36 Earned a High School Diploma**
- 15 Earned a GED**
- 15 Entered Adult Education**
- 7 Remained in the Adult High School**
- 21 Dropped Out Without Entering Adult Education**

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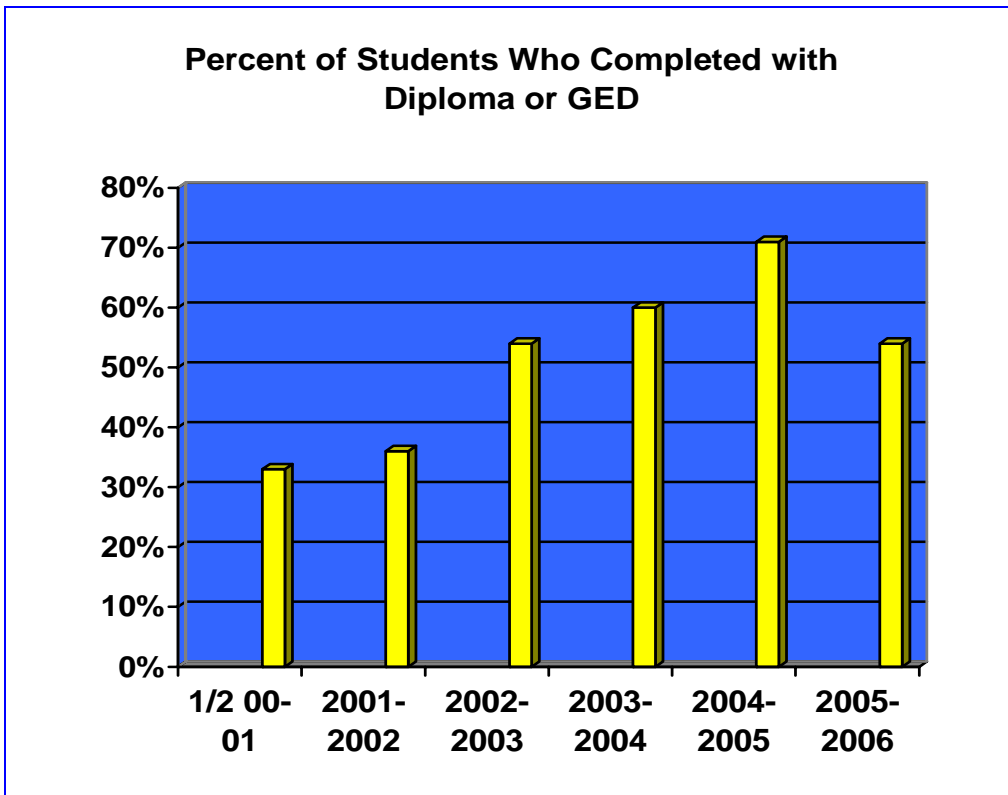
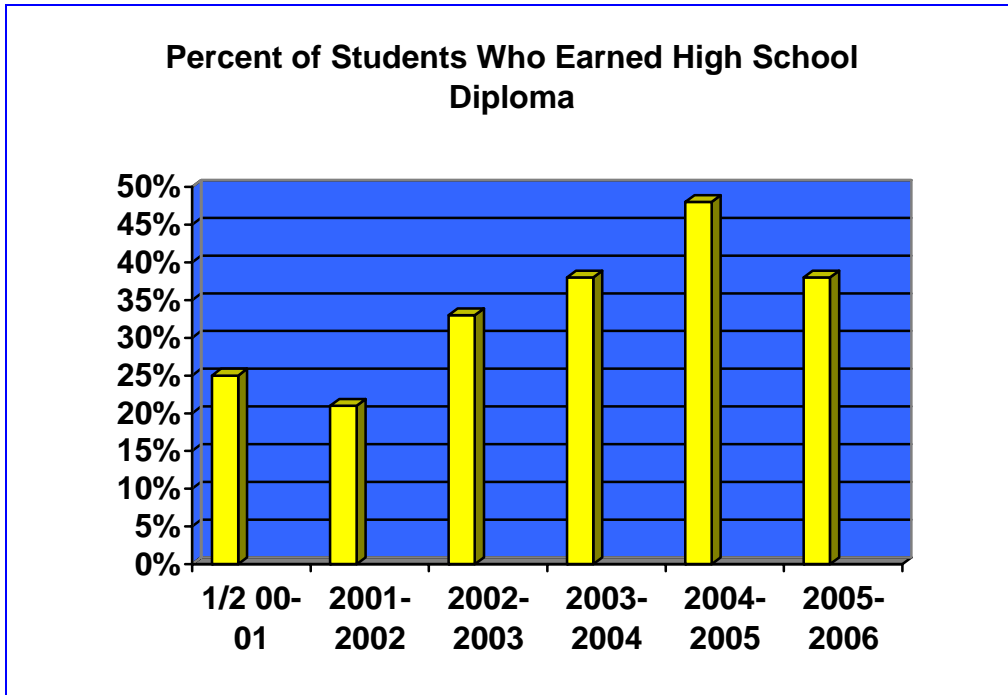
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- 17 Have Earned GED**
- 24 Are Working Toward a GED**
- 5 Have Dropped Out of Adult High School and Have Not Entered Adult Education**

Because the adult high school is so small, the report card does not calculate the dropout rate. The belief of the staff is to help each student until he or she either graduates with a high school diploma or with a GED. Every effort is made to contact students and their parents when absences begin to occur. Students who are 17 years old and truant are reported to the court. The staff endeavors to establish a good rapport with all students in hopes that those who do drop out will return at a later time.

Attendance Rate

Currently for the 2006-2007 school year, the average daily attendance is 12.33 students.

Graduation Rate



Indicator 3.2 Data Collection & Analysis

English and Biology Gateway scores are very good at the adult high school with almost 100% passing. Gateway tests results for Algebra reveal that there needs to be an assessment and change in instructional methodology to improve the number of students who pass the Gateway Algebra test.

The number of students who remain in adult high school and earn a high school diploma needs to improve.

Attendance is a problem with 18 and 19 year olds.

Indicator 3.3 Report Card Data Disaggregation

The report card for adult high school has no test data. The adult high school tests fewer than 45 students; therefore, there are no meaningful statistics.

Indicator 3.4 Narrative Synthesis of All Data

Areas of Strength

- (1) Jefferson County Adult High School is a vital part of our school system and our county.**
 - **The adult high school provides an alternative for students who can not graduate on time from Jefferson County High School.**
 - **The adult high school provides Jefferson County High School with an alternative for these same students who might otherwise drop out.**
 - **The economic development of the county is improved with a better educated labor force.**

- (2) Jefferson County Adult High School is staffed by highly qualified teachers.**
 - **The instructor has 20 years experience and an EdS degree.**
 - **During the 2005-2006 school year, the instructor received highly qualified status of NCLB.**
 - **During the 2006-2007 school year, the instructor will receive highly qualified status of NCLB.**

- (3) Communication between school and home.**
 - **The instructor and principal call parents on a regular basis.**
 - **All parents are told to call the school whenever they want to check on their child's progress. Some parents call everyday.**

Areas to Strengthen

- (1) Facilities to meet the needs of the present enrollment.**
 - **There is a lack of space for a normal size classroom.**
 - **There are no permanent walls separating the classroom from the other parts of the building; therefore, noise is a distraction for the students.**

- (2) Facilities to meet the needs of an increasing enrollment.**
 - **There is not enough room to accommodate all the students who want to enroll at the adult high school.**
 - **There is no room for additional instructors.**

Indicator 3.5 Prioritized List of Goal Targets

The report card for adult high school has no test data.

Component Four

Curricular, Instructional, Assessment, and Organizational Effectiveness

Indicator 4.1 Collaboration

The principal has met with the Director of Schools and all the directors at central office this year to discuss various aspects of the adult high school that need immediate attention: additional space, additional personnel, and improved technology.

The principal has made the school board and the board of commissioners aware of the needs of the adult high school.

The principal and instructor meet on a daily basis to discuss all aspects of the adult high school.

Since its inception, the adult high school has collaborated with instructors at Jefferson County High School on curriculum.

There is an adult high school website that provides information concerning the school calendar, class schedules, Gateway schedules, staff E-mail addresses and phone numbers, graduation requirements, and various links for help with college admissions and financial aid.

Indicator 4.2 Evaluation of the Decision-making Process

The Strengths

The small size of the adult high school makes the decision-making process very simple in many cases. The principal, instructor, and all the students are able to sit down in one room at the same time and discuss issues. Timely decisions can be made that accommodate everyone.

Indicator 4.3 Resource Allocation

For the 2005-2006 school year, the adult high school had \$1700 in the budget for instructional supplies and other expenses. This money was used to pay for part of the phone bill for Oakland Center, bulletin boards that were added to the adult high school, a printer for the teacher workstation, and various supplies needed for class.

The Jefferson County Literacy Council is available to help buy supplies when needed.

Indicator 4.4 Curriculum

There is no state curriculum guide for adult high schools. Therefore, when the adult high school was established in Jefferson County, the instructor created a curriculum one subject at a time. Some state curriculum guides were available online; textbooks were obtained from Jefferson County High School and the Alternative School; teacher resource materials were either shared or furnished by the publishers. The instructor consulted with various instructors at Jefferson County High School as well as instructors from other adult high schools in Tennessee. The instructor, coordinator, and guidance counselor visited The

Center School in Knoxville for an onsite tour and information gathering visit.

After the school was well underway, the instructor saw the need for continuous curriculum changes in order to better meet the needs of the students and sometimes in order to better meet the demands of the adult high school setting.

The only feeder school for the adult high school is Jefferson County High School. Using the same textbooks as the JCHS has been a priority with the staff. Progress has been made this year for the adult high school to be included with the adoption of new textbooks.

The principal and instructor plan to work together in June and July of this year to go over the curriculum and make needed changes with special emphasis on following the state curriculum framework. The Director of Technology is working on a plan to upgrade the computers in the adult high school and provide access to the program, Plato.

Indicator 4.5 Instructional Analysis and Support

Instruction is delivered individually to students; students' material and assignments are included in packets they receive for the course work they are studying. The instructor acts as a facilitator in providing the resources necessary to complete the assignments.

The staff attends staff development as provided by the county.

The principal performs formal and informal teacher evaluations.

Component Five Action Plan Development

Indicator 5.1 Goals	Indicator 5.2 Action Steps	Person <u>Responsible</u>	Indicator 5.3 Implementation <u>Timeline</u>	<u>Resources</u>	<u>Assessment</u>
Increase Graduation Rate	Require regular counseling sessions to discuss progress, length of time remaining, and future goals.	Cathy Whitson	2007-2008	None	Higher graduation rate
	Provide computer based instruction as an alternative to traditional packets. Computer based learning may be more appealing to some students.	Faye Humbard	2007-2008	Increase portals to include adult high school.	
Increase Passing Rate for Algebra Gateway	Set up a schedule of afternoon classes in the fall and again in the spring for algebra review.	Instructor	2007-2008	None	Higher passing rate

Component Six

The Improvement Plan and Process Evaluation

Indicator 6.1 Formative Assessment

For goal 1 (increase in available space), there is no assessment other than the finished product.

For goal 2 (increase passing rate of algebra Gateway), the simple passing rate will be calculated each time the test is given to measure the movement of the rate.

Indicator 6.2 Summative Assessment

During May and June of every year, the adult high school instructor and principal meet often for the purpose of making needed changes for the new year.

At this time, the year's cycle of test data will be combined and analyzed. If the passing rate of the algebra Gateway test has not improved, additional steps will have to be taken. Other possible additions might include having tutors furnished from the service learning class at Jefferson County High School.

Indicator 6.3 Evaluation of the SIP Process

This is the first time the adult high school has gone through the school improvement plan process. It has served a useful purpose by highlighting areas of strength and weakness.