

Jefferson County High School 2007 School Improvement Plan



Table of Contents

Component One:	
Leadership Team Committee Composition.....	1
School Profile Committee Composition	2
Collaborative Process.....	3
School Characteristics.....	4
Student Population Data.....	11
Parent/Guardian Demographics	14
Community Characteristics.....	16
Component Two:	
Beliefs, Mission, and Vision Committee Composition.....	17
Collaborative Process.....	18
JCHS Mission Statement.....	19
JCHS Beliefs	19
JCHS Vision.....	19
Component Three:	
Data Analysis Committee Composition.....	20
Collaborative Process.....	21
ACT/SAT Scores.....	23
Writing Assessment Scores.....	27
Gateway Tests Scores.....	29
End of Course Test Scores	35
Graduation Disaggregation Data.....	39
Reading Assessment Results.....	41
Areas of Strength.....	42
Areas to Strengthen	48
Component Four:	
Organizational Committee Composition.....	52
Collaborative Process.....	53
Collaboration.....	54
Evaluation of the Decision-Making Process	58
Resource Allocation	61
Curriculum Analysis and Support.....	62
Instructional Analysis and Support	64
Component Five:	
Action Plan Committee Composition	67
Collaborative Process.....	68
Goal 1	69
Goal 2	72
Component Six:Evaluation Co	
Formative Assessment.....	77
Summative Assessment.....	78
Evaluation of the School Improvement Process	78
Executive Summary	81
Report of the Profile	82

Leadership Team

Committee Members

Teresa Franklin, Mathematics, Co-chair
Thelma Gann, English, Co-chair
Teresa Adams, Business, Co-chair of Component 1
Brandy Arnold, Social Studies, Co-chair of Component 5
Will Brummett, Student
Millie Ellis, Community Member
Melanie Hodge, English, Co-chair of Component 4
Linda Hodges, English, Co-chair of Component 4
Shelia Kidwell, Registrar
Vic Niceley, Art, Chair of Component 2
Linda Rippetoe, Parent
Susan Roach, Counseling, Co-chair of Component 3
Dale Schneitman, Principal
David Seal, HVACR, Co-chair of Component 4
Greg Sharpe, Counseling, Co-chair of Component 1
Iris Trent, Science, Co-chair of Component 3
Pat Wilder, Mathematics, Co-chair of Component 5

Component 1: School Profile and Collaborative Process

Committee Members

Teresa Adams, Business, Co-chair
Greg Sharpe, Counseling, Co-chair
Major Jay Avent, JROTC
Leann Briggs, Science
John Brimer, Science
Will Brummett, Student
John Cagle, Assistant Principal
Sandy Catlett, Parent
Steven Chambers, Community Member
Tammy Chapman, Parent
Marge Davis, English
Marty Euverard, Social Studies
Nancy France, Assistant Principal
Stacie France, Counseling
Linda Franklin, Community Member
Spencer Gatlin, Student
Kelli Gibson, French
Leslie Green, Special Education
Angel Greene, Special Education
Mary Ann Hance, Food Services
Steve Helton, Parent
Nola Henderson, English
John Hill, Driver Education
Lauren Hodge, Student
David Holland, Social Studies
Keith Jones, Social Studies
Tom King, Mathematics
Craig Kisabeth, Mathematics
Nancy Knisley, Health Occupations
Ella Leatherwood, Cosmetology
Raymond Lindsey, Mathematics
Keela Long, Business
Rhonda Lyke, Vocational Secretary
Karen Manney, Business
Debbie Maples, Family and Consumer Science
Alan Palmieri, County Mayor
Marian Rimmer, Attendance
Lauren Sharpe, Student
Major Russell Turner, JROTC

Collaborative Process

In the winter of 2004, Jefferson County High School formed school improvement committees to assess formally and document its school improvement plan tailored to address the unique learning needs of its students. The profile committee's purpose was to create a reliable information base that developed a true picture of JCHS, one which would allow detailed analysis in determining the effectiveness of existing programs and services offered in the school. The resources used to research the information were Internet sites, survey results, previous school statistics, school database system, test summary scores, and ideas collected from teachers, students, parents, and community members.

The profile committee was divided into four subgroups to develop and administer four different surveys. Subgroups met individually at various times to accomplish their goals. These surveys sought the opinions of the various groups for analysis. The subgroups were each responsible for gathering information from the following: (1) faculty; (2) students; (3) parents; and (4) community. Faculty and student surveys were distributed at school. Of the surveys distributed to faculty, eighty percent were returned. Of the surveys distributed to students, one hundred percent were returned. Of the parent surveys distributed, forty-nine percent were returned, and seventy percent of the community surveys distributed were returned.

During the final week of the 2004-05 school year, the findings of this group were presented to the faculty in a PowerPoint presentation. As the committee gathers new data, important findings are shared with all stakeholders through e-mail, newsletters, faculty meetings, assemblies, and intercom announcements. The information gathered in surveys and through data analysis is a vital part of the overall School Improvement Plan and was used in developing the Vision, the Mission Statement, and ultimately the Action Plan.

In the fall of 2006, Jefferson County High School updated the profile committee by replacing those staff and faculty members no longer employed at the school with currently employed staff and faculty members. Graduated students were replaced with current students, and parents of students who had graduated were also replaced with parents of current students. The subcommittees of this committee met to update and address the critical components of the school profile and collaborative process section of the school improvement plan.

I. School Characteristics

A. Historical Background

Jefferson County High School opened in August, 1975, as a result of the reorganization of all elementary schools and the consolidation of existing high schools. Students from White Pine, Rush Strong, Maury, and Jefferson high schools combined to form a student body of approximately 1,700 in grades 9-12. In its first year of operation, the high school was recognized by the Tennessee School Board Association as the “School of the Year” in Tennessee. The academic, athletic, and activity programs have continued to excel during the past thirty years.

Jefferson County High School is proud to be recognized as one of the finest comprehensive high schools in the state of Tennessee. Jefferson County High School is located in Jefferson County, between two lakes and with the Smoky Mountains to the south. The high school is easily accessible from the main highways of Jefferson City and Dandridge and Interstate 40. The location of the high school is approximately fifteen miles from the most distant commuting student in the county.

B. Facilities

Although Jefferson County High School is over thirty years old, it maintains a very dignified, clean appearance. The JCHS campus consists of sixty acres of land, including a stadium, baseball field, softball field, field house for baseball, field house for football, film room for football, a track, swimming pool, tennis courts, gymnasium, greenhouse, auto shop, and the academic complex. The commons area, located near the main office and counseling center, serves as a gathering area for students before and after school and as the cafeteria. The two-story academic wings are sectioned into five different pod areas with eight classrooms (on each level) and a central teacher workroom (one of which is now used as a classroom.) The courtyard, located in the center of the campus, is an area where students can gather outside during lunch and during breaks. Various trade and industry classes are located in the Career and Technical Education building, which connects to the main building by a covered walkway. The facilities also include eleven portable buildings, which house twenty-two portable classrooms. The campus is handicapped accessible and includes an elevator for the physically challenged.

C. Environmental and Safety Conditions

The administration, staff, and faculty have made safety a priority at Jefferson County High School. There is a constant, effective emphasis on creating a safe learning environment, as verified by each group surveyed. In addition, two full time school resource officers have their own office within the complex and serve the students and faculty during regular school hours. The

SROs assist the administration in identifying and dealing with a wide variety of situations. JCHS is a fenced campus that utilizes a single entrance during all times other than the beginning and end of the school day. A guard building at the main entrance is manned by school security officers. These security personnel monitor traffic and security conditions twenty-four hours per day. A multi-camera system enhances security. A security officer checks each car that enters the school parking lot. Signs are located at all entrances to direct visitors to the main office.

D. Grade Distribution

Jefferson County High School enrolls students from grades nine to twelve.

E. Length of School Year and School Day

The instructional school year includes 180 days beginning in early August and ending in mid-May. The school year is separated into two semesters with the first starting in August and the second in January. The student day extends from 8:20 a.m. until 3:20 p.m. The high school operates on a 4-block schedule.

F. Operating Budget Distribution Equity

The operating budget for Jefferson County High School is determined by the Jefferson County Director of Schools and approved by the Jefferson County School Board.

G. Per Pupil Expenditures

According to the Jefferson County School district information, the system-wide expenditure for each student was as follows:

2004 = \$6,112

2005 = \$6,558

2006 = \$6,669

H. Administration, Faculty, and Staff Demographics

Six administrators are currently serving just over 2,200 students. There are two media specialists, 126 teachers, five school counselors, one college counselor, one Career and Technical Education counselor, ten administrative assistants, and seventeen instructional assistants at JCHS. Of the JCHS faculty, ninety-eight percent is white; one percent is African American; and one-half percent is Asian. Approximately forty-seven percent of the faculty is male and fifty-three percent female. The teacher/student ratio is 1:16. The counselor to student ratio is 1:440. The administrator/teacher ratio is 1:23. According to the *School Opinion Survey of 2005*, the faculty reports that

overall the leadership at JCHS is an obvious area of strength. Administrators support teachers and treat them with respect.

I. Percentage of Faculty Teaching Courses Outside Their Areas of Certification

All certified teachers are teaching in their areas of certification.

J. Years of Experience of Faculty and Administration

The range of teaching experience at JCHS is from 0-43 years with an average of 17.32 years.

K. Percentage of Faculty and Staff Who Hold Advanced Degrees

Approximately seventy-six percent of JCHS faculty members have earned advanced degrees. Of the faculty teaching core subject areas, all are Highly Qualified. The following is a list of the faculty and the number of years of experience they have and the degrees they have earned:

**Jefferson County High School
Teacher Education and Experience**

<u>Faculty/Staff Member</u>	<u>Education</u>	<u>Years of Experience</u>
Teresa Adams	MA	10
Andrew Alder	BA	1
Justin Anderson	BA	3
Brandy Arnold	EdS	8
Julian Avent	MA	24
Constance Belliveau	MA	11
Karen Bible	MA+45	25
Tammy Bowlin	EdS	16
Randall Bradley	MA+	34
Ian Braun	BA	14
Leanne Briggs	MPH	0
John Brimer	MA+45	30
Jonathan Brimer	MAT	0
Stephanie Butler	MA	3
John Cagle	MA	13
Deloris Campbell	BA	9
Claude Chafin	BA	23
Rebecca Charles	BA	11
Aimee Cogdill	MA	9
Chris Cogdill	MA	13
Mary Cordero	MAT	0

William Crigger	N/A	7
Bruce Davenport	MA	24
Marge Davis	MA	31
Shea Duke	BS	0
Phillip Easterly	MA	9
Charles Euverard	MA	16
Shelia Evans	MA	21
Mark Finchum	MS	20
Nancy France	MA+45	26
Stacie France	MEd	2
Jennifer Franklin	MA	11
Teresa Franklin	EdS	16
Dan Froemel	MA	1
Kate Gac	BS	0
Thelma Gann	MS+45	38
Kelli Gibson	BA	5
Mitzi Good	MA	9
Leslie Green	MA	13
Julia Greene	BA	3
Ron Grizzel	MA	22
Robin Hansel	MA	6
Carolyn Hart-Hazelwood	BA	29
Janice Helton	BA	27
Nola Henderson	MA	7
Bill Hickman	BA	36
Judy Hickman	EdS	29
Melanie Hicks	BA	1
John Hill	BA	38
Melanie Hodge	EdS	14
Linda Hodges	BA	15
Dave Holland	MA+45	40
Logan Hollingshead	BS	0
Ron Howard	EdS	9
Rusty James	MA+45	28
Keith Jones	BA	5
Dan Jurek	EdS	13
Mary C. Khiel	MA	0
Tom King	MA	18
Craig Kisabeth	MA	29
Nancy Knisley	BSN	15
Vern Kraus	PhD	25
Ella Leatherwood	N/A	6
Whitney Lee	BA	5
Sarah Lent	BA	4
Luther Lewis	AA	21
Raymond Lindsey	MA	11
Debora Livingston	EdS	14
Keela Long	BS	1

Annette Loy	MA+45	37
Karen Manney	MA	5
Deborah Maples	MA+45	28
Mike Maples	MA	19
James Marquardt	BA	14
Adam Martin	MA	6
Heather Martin	BA	7
Walter McCampbell	MS	12
Rodney McCash	BA	12
Cynthia McClancy	EdS	9
Sheila Mincey	MA	2
Paul Moody	BS	0
Jodi Niceley	MA	13
Vic Niceley	MA	14
Teresa Nolen	MA+45	15
David Noonkesser	MA+45	40
Linda Noonkesser	MA+45	38
Alexander O'Neil	JD	3
DruAnna Overbay	MA+45	43
Linda Phipps	EdS	30
Jim Potts	N/A	1
Rebecca Price	MS	1
Troy Pulliam	MA	8
Warren Reed	BA	13
Moziano Reliford	MA+45	35
Dorothy Richey	MA+45	28
Susan Roach	EdS	4
Glenn Rogers	MA	31
Julie Rosser	BA	30
Dustin Russell	MAT	4
Keith Ryman	MA+45	29
Jennifer Sanford	EdS	10
Jim Satterfield	MS	14
Shana Satterfield	MA	5
Kenneth Schetter	MA	33
Dale Schneitman	MA	26
David Seal	BA	18
Claudia Seals	MA+45	26
Doug Seals	MA + 45	33
Robert Seals	MEd	38
Monty Sharp	PhD	7
Greg Sharpe	EdS	15
Kelly Shipe	MA	20
Regina Sinard	MA+45	27
Rick Sinard	MA	25
James Smith	MA+45	30
Christopher Smoot	BA	10
Karin Stapleton	MA	20

Susan Stiner	MA	28
Jan Stinson	MA+45	25
Annette Stooksbury	MA+45	20
Stephen Strange	N/A	4
Harvey Sullivan	MA+45	3
Lori Sumter	MEd	19
Veronica Sussmane	MAT	11
Ron Taylor	MA	32
Tanya Turner	MA+45	19
Iris Trent	MA	13
Randy Turley	BA	11
Major Russell Turner	BS	1
Teresa Vest	EdS	23
Anne Vick	MA+45	21
Chris Vineyard	MEd	12
Brian Watkins	BA	11
Matt Watts	BA	7
Peggy Weaver	MA	33
Anthony Whaley	MA	20
Barbara Whitaker	EdS	33
Cathy Whitson	EdS	16
Pat Wilder	MA	23
Billie Yardley	MA+ 45	29

L. Enrollment Data

At the end of the 2005-2006 school year, Jefferson County High School's total membership was 1,980 students (Early Senior Graduates are not included in this total). Of these, 603 (30.4%) were freshmen, 531 (26.8 %) were sophomores, 521 (26.3%) were juniors, and 325 (16.4%) were seniors. There were 4 (fewer than .2%) non-graded students.

As of January 2007, for the 2006-2007 school year, Jefferson County High School's total membership was 2,024 students (Early Senior Graduates are not included in this total). Of these, 576 (28.5%) were freshmen, 583 (28.8%) were sophomores, 499 (24.7%) were juniors, and 355 (17.5%) were seniors. There were 11 (fewer than .5%) non-graded students.

M. Curriculum Offerings

The curriculum at JCHS includes basic, college preparatory, honors, and Advanced Placement, career/technical, fine arts, and courses of remediation and accommodation for students with special needs (see attachment #1 for details). JCHS has 115 course offerings during the year, including sixty-two career and technical education courses. JCHS offers approximately 347 classes per semester with eighty-seven classes per period during a four period day.

N. Co-curricular Programs

Several co-curricular programs are available to JCHS students. It is highly encouraged that students participate in one or more of these. The athletic choices include baseball, basketball, cheerleading, clay (target) shooting, cross-country, dance team, football, golf, soccer, softball, step team, swimming, tennis, track and field, volleyball, and wrestling. Honor organizations are available for high achieving students by application only. The honor organizations include National Honor Society, Beta Club, National Technical Honor Society, and National Art Honor Society. Career and Technical programs available include BPA, DECA, FCCLA, FFA, HOSA, and Skills USA. Additional club and service organizations include 4-H Club, First Priority, Forensics, French Club, FCA, FTA, German Club, History Club, JROTC, Key Club, Latin Club, Leo Club, Literary Society, Mock Trial, newspaper, Patriot Events Council, Science Club, Spanish Club, Student Council, television (WJCH), Teens for Christ, and yearbook.

O. Unique Programs

Night of the Patriots is a unique event at JCHS that involves the fine arts departments, JROTC, and other departments and faculty coming together to present an entertaining musical in honor of the county's veterans. LINK, Honors Day, Project Graduation, Senior Celebration, and the senior play are five other programs of significance. See Section IV of the School Improvement Report for more information on these programs.

P. Advanced Classes

Honors

English I, II, III
Biology
Algebra I, II
Physical Science
Geometry
Pre-calculus
Agriscience
Combined Studies

Advanced Placement

English
Biology
US Government
European History
Art
Calculus
Microeconomics/Macroeconomics
Physics

Q. Parental Support

Parents of Jefferson County High School support the school by donating time, resources, labor, and money to various school teams, clubs, organizations, and unique programs.

R. Dual Enrollment

JCHS offers dual enrollment with Walters State Community College and Carson-Newman College.

II. Student Population Data

A. Number of Students

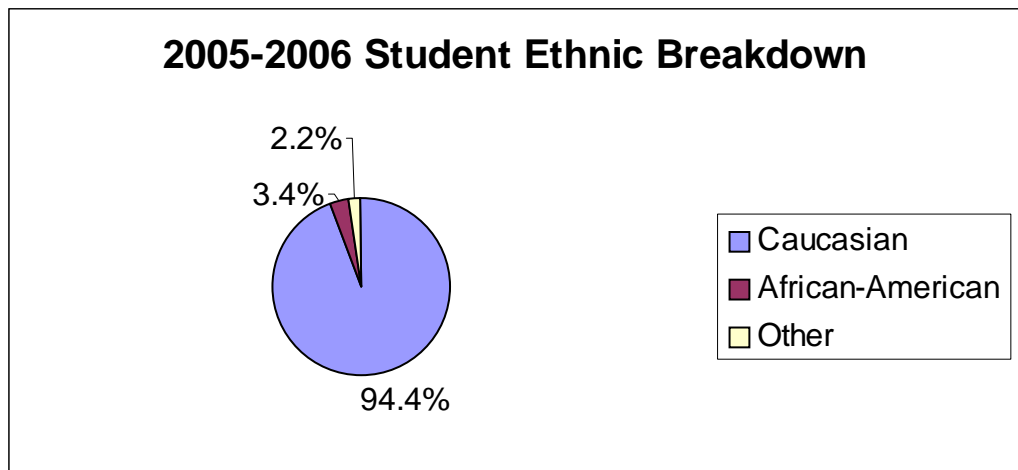
At the end of the 2005-2006 school year, Jefferson County High School's total membership was 1,980 students (Early Senior Graduates are not included in this total). Of these, 603 (30.4%) were freshmen, 531 (26.8%) were sophomores, 521 (26.3%) were juniors, and 325 (16.4%) were seniors. There were 4 (fewer than .2%) non-graded students.

As of January 2007, for the 2006-2007 school year, Jefferson County High School's total membership is 2,024 students (Early Senior Graduates are not included in this total). Of these, 576 (28.5%) are freshmen, 583 (28.8%) are sophomores, 499 (24.7%) are juniors, and 355 (17.5%) are seniors. There are 11 (fewer than .5%) non-graded students.

B. Student Demographics

The student population at the end of the 2005-2006 school year was made up of 1,134 (49.8%) females and 1,145 (50.2%) males. A total of 2,151 (94.4%) students were Caucasian. Of the minorities, 78 (3.4%) were African-American; 39 (1.7%) were Hispanic; 7 (.3%) were Asian; 2 (fewer than .1%) were Pacific Islander; and 2 (fewer than .1%) were Native American.

As of January 31, 2007, for the 2006-2007 school year, the student population was made up of 981 (48.5%) females and 1,043 (51.5%) males. A total of 1,920 (94.9%) students were Caucasian. Of the minorities, 55 (2.7%) were African-American; 40 (2.0%) were Hispanic; 7 (.3%) were Asian; 1 (fewer than .1%) was Pacific Islander; and 1 (fewer than .1%) was Native American.



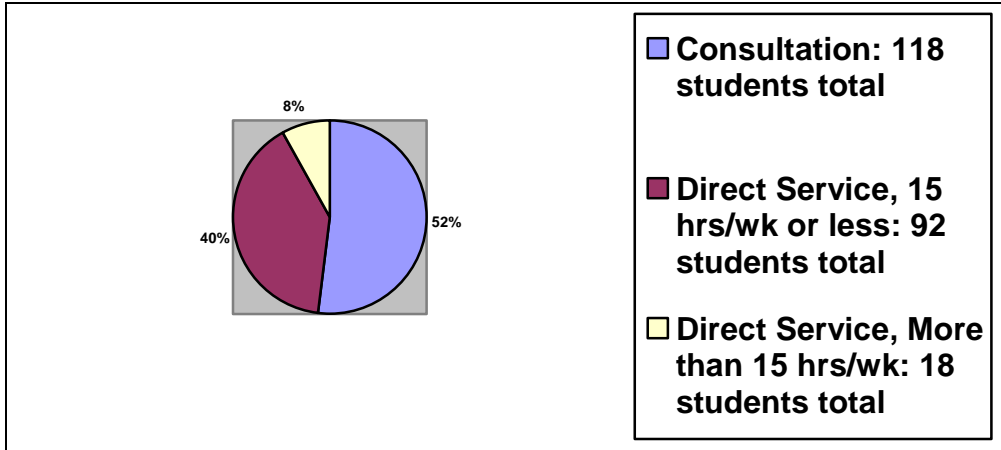
C. English Proficiency

At the end of the 2005-2006 school year, the number of students enrolled in English as a Second Language classes was twelve.

At the beginning of the 2006-2007 school year, ten students were enrolled in English as a Second Language classes.

D. Special Education Services

The Special Education Department, with a professional staff of ten, served approximately 228 students during the 2006-2007 school year. Of these students, fifty-two percent were served on a consultative basis; forty percent of these students received direct services of *fifteen hours or fewer* per week; while eight percent received *more than* fifteen hours of direct Special Education services per week.

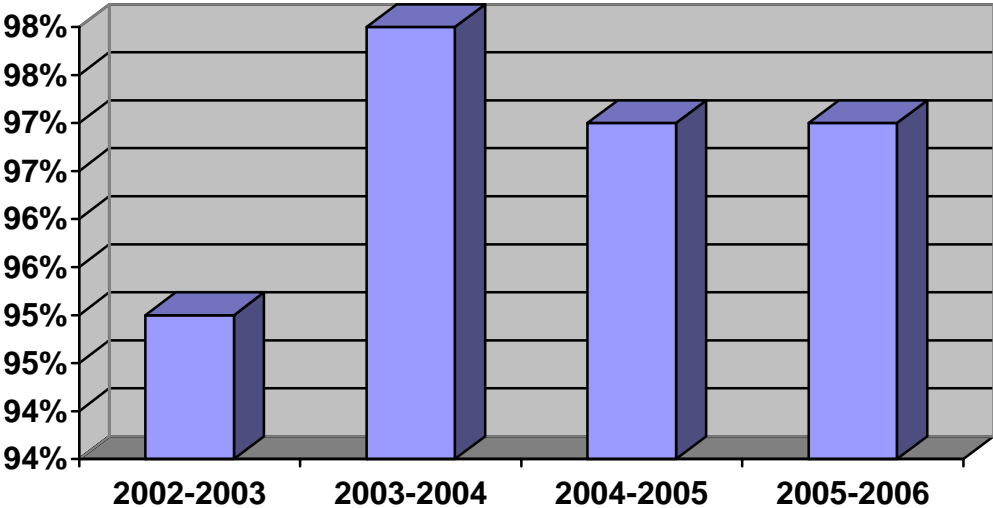


E. Free and Reduced Lunch Rate

Approximately thirty-eight percent of Jefferson County High School students are eligible for free or reduced lunch.

F. Average Daily Attendance

For the 2002-2003 school year the average daily attendance was ninety-five percent. For the 2003-2004 school year the ADA was ninety-eight percent. The ADA for the 2004-2005 school year was ninety-seven percent. The ADA for the 2005-2006 school year was ninety-seven percent. The four year average for attendance is ninety-seven percent.



G. Discipline Referrals

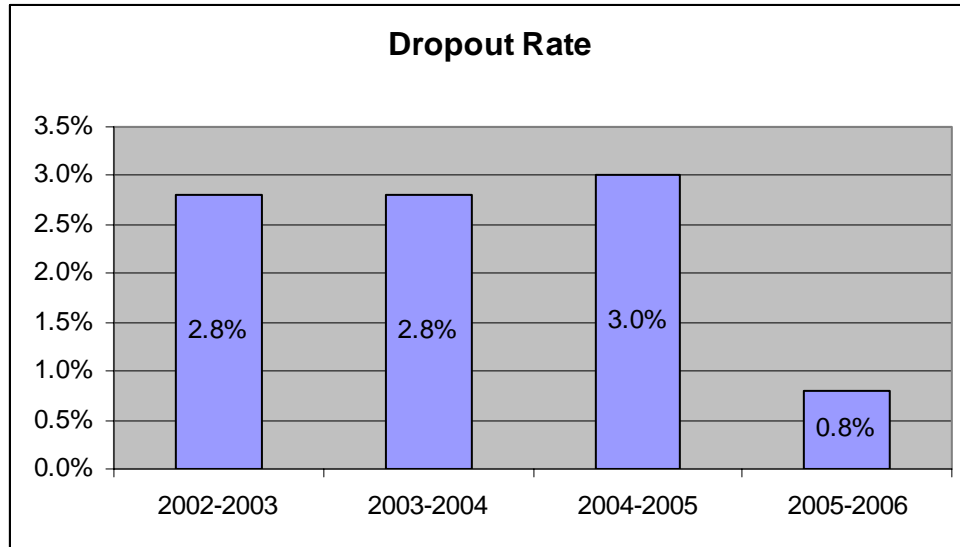
In the 2002-2003 school year, 1,677 discipline referrals were made to administrators. In 2003-2004, 2,075 were made, and in 2004-2005, 2,283 students were referred for disciplinary action. In 2005-2006, 2,405 discipline referrals were made.

H. Retention Rate

Students are retained only at the end of their junior year. Juniors are retained only if they cannot possibly earn sufficient credits to graduate. In 2002, two students were retained; in 2003, two were retained; and in 2004, 2005, and 2006 zero were retained. Jefferson County High School now has in place a credit recovery program that allows students another option to stay on target for graduation.

I. Dropout Rate

The state goal is to maintain a dropout rate of ten percent or less. Jefferson County's dropout rate for 2002-2003 was 2.8 percent; 2003-2004, 2.8 percent; 2004-2005, 3 percent; and 2005-2006, 0.8 percent. The Adult High School, located near the high school, offers students opportunities to make up credits and graduate on time. Both high school courses and GED classes are available.



J. Graduation Rate

The graduation rate for Jefferson County High School was 85.2 percent for the 2003-2004 school year, 94.9 percent for 2004-2005, and 94.1 for 2005-2006.

III. Parent/Guardian Demographics

A. Race

U.S. Census Bureau data currently indicates that 75.1 percent of the Jefferson County population is white; 12.3 percent is African-American; 3.6 percent is Asian; and the remaining 9 percent is listed as American Indian, Native Hawaiian, two or more races, or some other race.

Of the 2,000 parent opinion surveys distributed, 600 were returned. According to the information provided by the parents/guardians who returned the surveys, eighty-four percent of the parents/guardians of the student population are white, six percent are Hispanic, four percent are African-American, and six percent are either Asian/Pacific Islander or Native American.

B. Marital Status

The U.S. Census Bureau reports that approximately 54.4 percent of the Jefferson County population is married.

Results from the *Parent Opinion Survey* indicate that seventy-three percent of JCHS students' parents/guardians are married while twenty-seven percent live in a single parent/guardian household. Of the twenty-seven percent single parents/guardians, sixteen percent are divorced/separated, and eleven percent are from a single parent/guardian household.

C. Level of Education

Approximately seventy-one percent of the Jefferson County population has a high school diploma or higher, according to the U.S. Census Bureau.

From surveys returned, forty percent of the parents/guardians of Jefferson County High School students have a high school education. This tally also shows that forty-seven percent have a college education with twenty-seven percent from a two-year college and twenty percent from a four-year institution. About six percent of the parents/guardians have not completed high school.

D. Employment Rate

The Tennessee Job Service Office of Research and Development and the Jefferson County Chamber of Commerce both reported the unemployment rate of Jefferson County to be 4.8 percent as of December 2006, with a total of 1,180 unemployed out of a workforce of 24,320. This rate is down from 5.6 percent in November 2004.

E. Income Level

The median household income of Jefferson County is reported by the U.S. Department of Labor as \$33,172.

Most of the families at Jefferson County High School are middle/upper-class with forty-nine percent of the surveys compiled showing families with a \$40,000+ yearly income. Over half of the \$40,000 per year group (fifty-three percent) indicates an income of \$60,000+ per year. Of the respondents, thirty-three percent stated their income as between \$20,000 - \$40,000 annually, leaving a total of eighteen percent reporting below \$20,000 per year.

IV. Community Characteristics

A. Size of Community

The population of Jefferson County is approximately 47,593 residents.

B. Average Income

The average household income of the community served by Jefferson County High School as reported by the Jefferson County Chamber of Commerce is \$33,172.

C. Major Employers

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

D. 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.

E. Community Involvement or Participation in School Activities

1. Many organizations in the area are involved in the betterment of the educational process at JCHS.
2. The University of Tennessee in Knoxville provides the Educational Talent Search and Upward Bound Program.
3. Pellissippi State Technical Community College, Walters State Community College, and Tennessee Technology Center of Knoxville provide speakers and/or equipment.
4. The local Ruritans provide the soccer practice field for the girls team in the fall and the boys team in the spring.
5. Various local businessmen and businesswomen serve on vocational advisory boards.
6. WBIR-TV and the *Knoxville News-Sentinel* sponsor grants, scholarships, and programs.
7. Many small businesses and civic clubs in the community have been helpful in advancing school programs, including the sponsorship of college scholarships.
8. Many community businesses and individuals help finance the senior play.
9. The annual Night of the Patriots celebration always includes recognition of local veterans.

Component 2: Beliefs, Mission, and Vision

Committee Members

Vic Niceley, Art, Chairperson
Connie Belliveau, English
Jonathan Brimer, Social Studies
Becky Charles, Family and Consumer Science
Mary Chrisman, Community Member
Sharon Cofer, Parent
Chris Cogdill, Social Studies
Carl Crigger, Automotive Technology
Margie Dale, Custodian
Jena Franklin, Physical Education
Robin Hansel, Social Studies
Logan Hollingshead, Physical Education
Josh Ivy, Student
Vern Kraus, Special Education
Jill Lawson, Nurse
Paul Lefevre, Student
Sheila Mincey, Spanish
Alex O'Neill, Mathematics
Jim Potts, Automotive Mechanics
Moze Reliford, Physical Education
Keith Repass, Community Member
Julie Rosser, English
Shana Satterfield, Special Education
Claudia Seals, English
Doug Seals, Physical Education
Rick Sinard, Physical Education
Ben Strand, Community Member

Collaborative Process

The committee began its work in the fall of 2004 by meeting to define the task and create a list of non-teacher stakeholders to contact about joining the committee. After deciding that the mission statement would remain the same, the group divided into subcommittees to address the beliefs more closely. Before the next meeting, each sub-committee drafted several ideas for belief statements, and the contact sub-committee continued to invite non-teacher stakeholders to join the committee.

The committee reconvened as a complete committee a few days later. One member from each sub-committee presented rough ideas to the group. One member recorded the ideas on computer hooked to a television. During the televised presentation, the entire group discussed each idea and created a new set of beliefs. This new set of beliefs was mailed as a questionnaire to each staff member. In addition to the beliefs, the questionnaire asked opinions about the mission statement's meaning and wording.

The returned questionnaires were then read, discussed, and revised at the next committee meeting. The English department was also consulted concerning the appropriateness of having a sentence fragment as a mission statement; proper revisions were made to make the statement grammatically correct. Before submitting the final version, a copy was given to and approved by the co-chairpersons of the School Improvement Committee.

Ultimately the final version of the mission statement and beliefs reflects unanimous committee approval and majority approval based on questionnaire responses. At the end of the school year, a PowerPoint presentation was used to share the committee's process and final product with the faculty.

During the fall of 2006, the committee was asked to re-evaluate whether the mission statement, beliefs, and vision we developed were being implemented and were still appropriate. No one expressed any need for corrections or revisions. Based on the reports from other committees, the mission statement, beliefs, and vision are all being implemented in various new and continuing programs. Thus, no changes were recorded.

Jefferson County High School Mission Statement:

To prepare responsible, productive citizens who are lifelong learners

Jefferson County High School Beliefs

1. Learning requires personal responsibility while developing problem solving, critical thinking, and communication skills.
2. Instruction is centered on the student and addresses various learning styles.
3. Assessment is individualized to measure continuous success.
4. Decision-making includes all stakeholders and focuses on a safe and positive learning environment.
5. School policies are for the well-being of all persons involved in school activities.

Jefferson County High School Vision

We envision that Jefferson County High School will educate self-driven students who will become productive members of the school, the community, and beyond. The instructional needs of our diverse student population will be met in a safe environment while using state-of-the-art technology and equipment. Efficient, highly qualified instructors, involved parents, motivated students, and other stakeholders will all serve to ensure student success. Collaborative responsibility will result in the support, fulfillment, and continuous improvement of our school's mission.

Component 3: Academic and Non-Academic Data Analysis

Committee Members

Susan Roach, Counseling, Co-chair
Iris Trent, Science, Co-chair
Alison Adams, Student
Karen Bible, Art
Tammy Bowlin, Special Education Coordinator
Randall Bradley, Science
Ian Braun, Social Studies
Debbie Cagle, Parent
Shea Duke, Science
Millie Ellis, Community Member
Mark Finchum, Social Studies
Mitzi Good, Counseling
Judy Hickman, Assistant Principal
Melanie Hicks, English
Jennifer Holt, SRO
Christine Jenkins, Community Member
Sheila Kidwell, Registrar
Whitney Lee, Mathematics
Rodney McCash, English
Cyndi McClancy, Social Studies
Morgan Meredith, Student
Mary Nester, Achievement Center
Linda Noonkesser, English
Rebecca Price, Science
Troy Pulliam, Social Studies
Morris Reed, Science
Linda Rippetoe, Parent
Randy Rippetoe, Parent
Glenn Rogers, Band
Kenneth Schetter, Mathematics
Regina Sinard, Mathematics
Tyler Slone, Student
Jan Stinson, Family and Consumer Science
Harvey Sullivan, Spanish
Tanya Turner, English
Teresa Vest, Mathematics
Anne Vick, Science
Peggy Weaver, Special Education
Tony Whaley, Social Studies
Cathy Whitson, Counseling

Collaborative Process

The data committee met to set the stage for our role in the SACS/School Improvement Plan Report for Jefferson County High School. The first and most important point of discussion was to ask and answer the question: “In what ways can we as a diverse group (teachers from all disciplines, administrators, counselors, staff members, parents, students, and community members) complete the tasks of collecting and analyzing both academic and non-academic data as well as incorporate surveys and other information into our report for school improvement?”

In a school of 2,200 students and more than 150 staff members, clear communication is very important and must be approached intentionally. Because of our high enrollment, we do not encounter each other on a daily or weekly basis. Additionally, we knew that the input from parents and community members would be important to our process. Our meeting times were valuable to us. As we brainstormed and compared our ideas on the data needed, the data accessible, and a uniform way of collecting the data, we quickly realized that we needed time for reflection and opportunity to think about the important tasks ahead.

With time for planning and division of tasks, our second meeting allowed the committee the opportunity to divide into three components. The first group would gather data, both academic and non-academic, and search for other pertinent information. The second group would analyze the data, and as much as possible, disaggregate data into a more useful form. The third group would study the data, analysis, surveys, and information in order to look for trends.

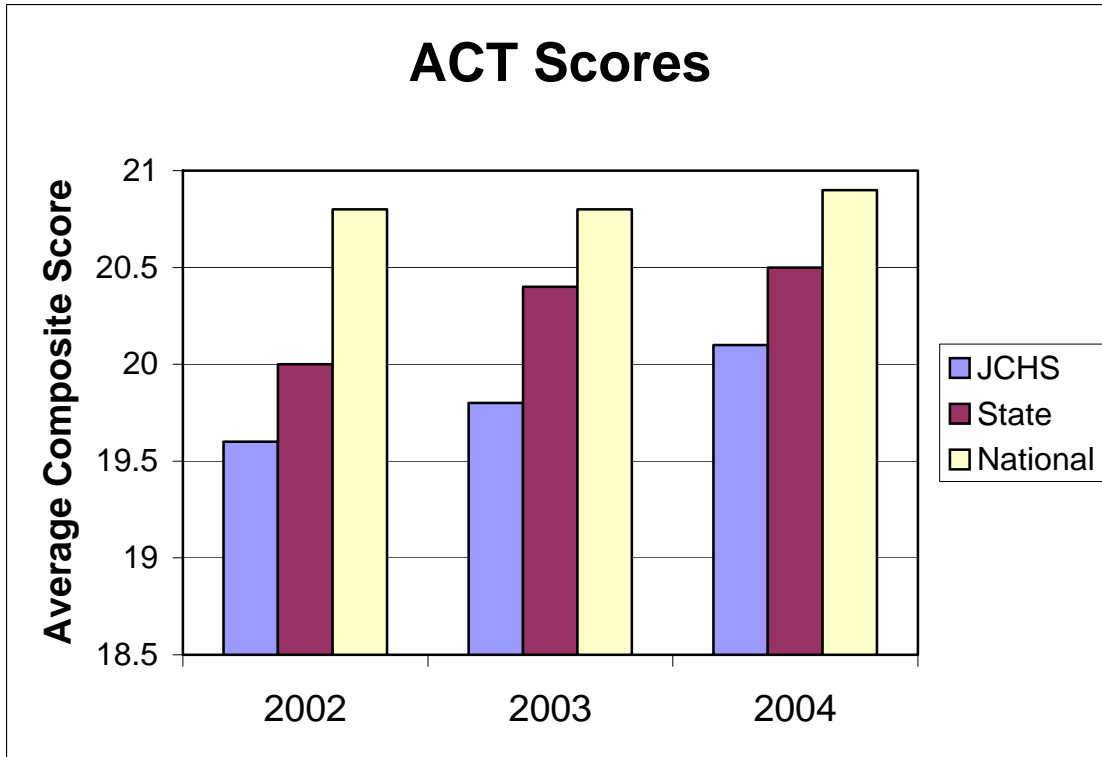
As the group moved through these processes, we came back together as a large group to discuss our findings, analyses, and trends. At this time, we decided to redesign our groups, giving a different mix of committee members. The first group would complete the task of preparing the data into charts, graphs, or lists which would make the information most useful. In addition, members would continue to summarize and/or analyze the data. The second group would look for specific trends that demonstrate the strengths of our school. The third group would continue to disaggregate data, when possible, and to review literature on highly effective schools and benchmarks/mandates of No Child Left Behind. The fourth group would study the data to look for trends that indicate needs to be strengthened. A meeting with parents and community members provided further ideas and opportunities for discussion. An additional survey was provided at one of the parent/community meetings in order to gather additional input.

In our final meetings, we discussed our findings and reviewed the various sources of data we had used. These included reports from the Profile Committee; the School Climate Inventory; academic data that included ACT, SAT, and Gateway scores, AP Exams, TCAP Writing Assessment, and End of Course Tests; and non-academic data, which included analysis of attendance and graduation numbers as well as a study of the State Report Card and current census information.

The identified strengths and needs were discussed along with the supporting evidence. The committee was then prepared to send our data, information, and conclusions

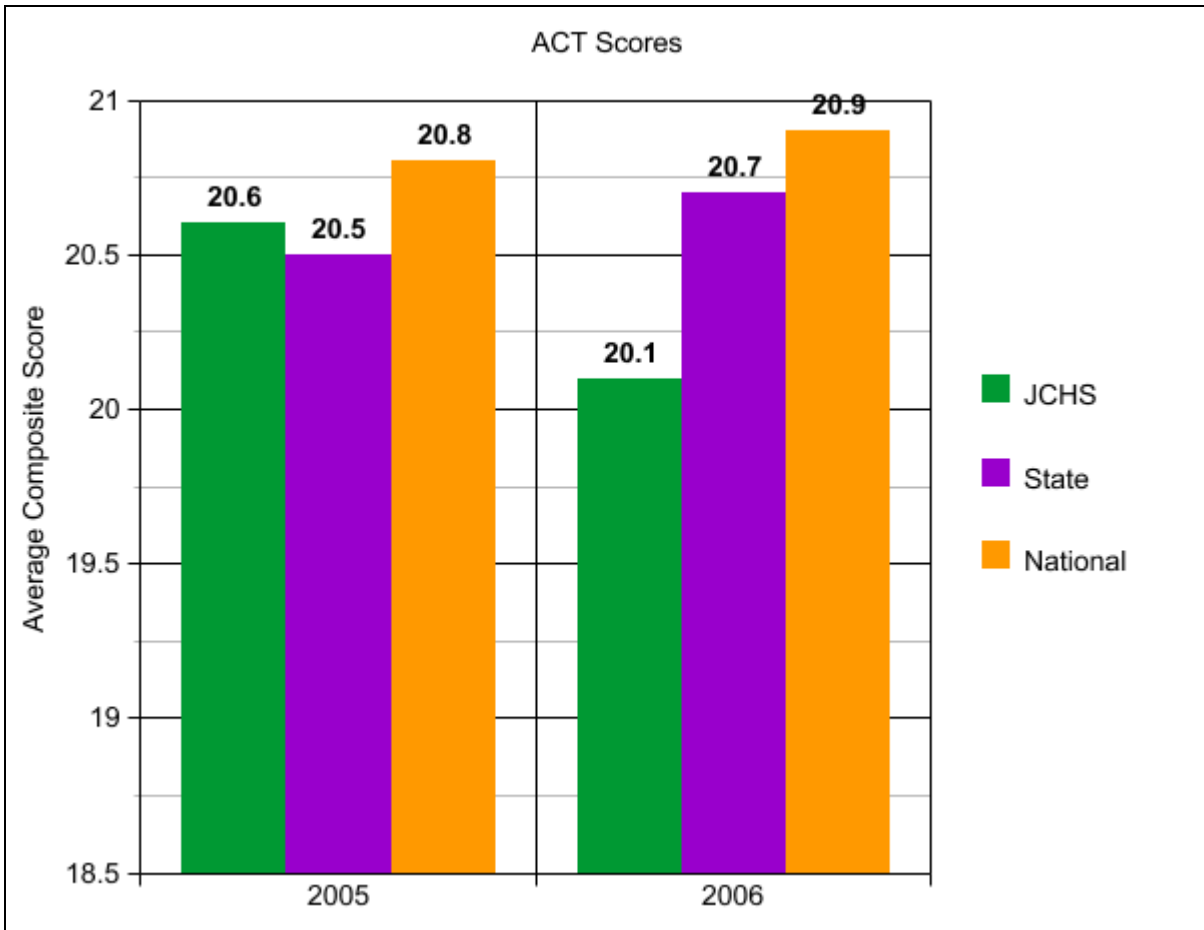
to the Action Plan Committee. During the final week of school, the committee presented its findings to the faculty in a PowerPoint presentation.

As a part of the School Improvement Plan review process, team members met again in 2007 to update academic and non-academic data. Since the original planning period sub-committees had proved effective in the original process, this method was used again to gather data. Each sub-committee had a chairperson to document data origination and meeting times. All sub-committees reported information back to co-chairs so that data could be synthesized into a working document.



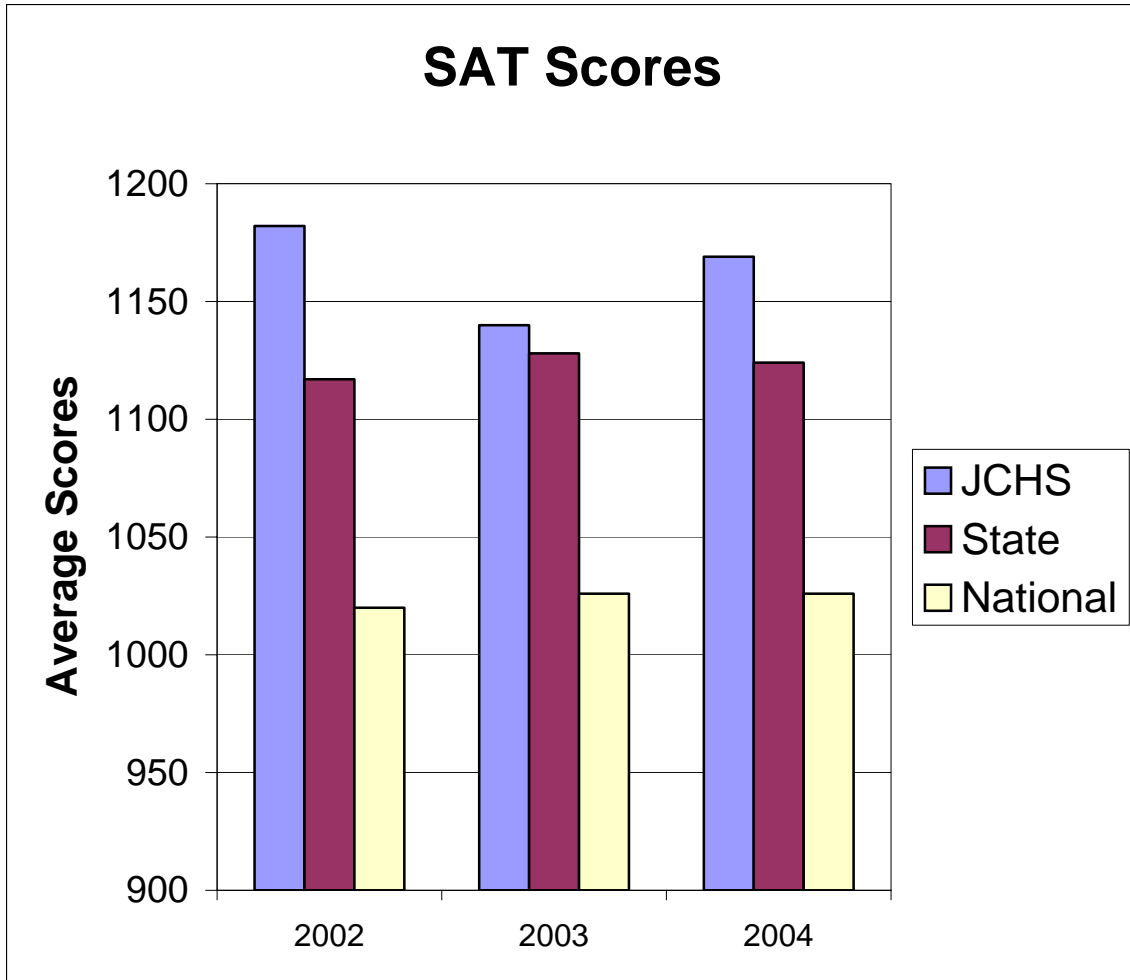
Average Composite ACT Scores

Over the last three years, Jefferson County High School's ACT scores have risen from 19.6 in 2002 to 20.1 in 2004. Jefferson County's scores are comparable to both the state and the national average. The state average ACT score has also risen from a 20.0 in 2002 to a 20.5 in 2004 while the national ACT scores have remained steady at 20.8.



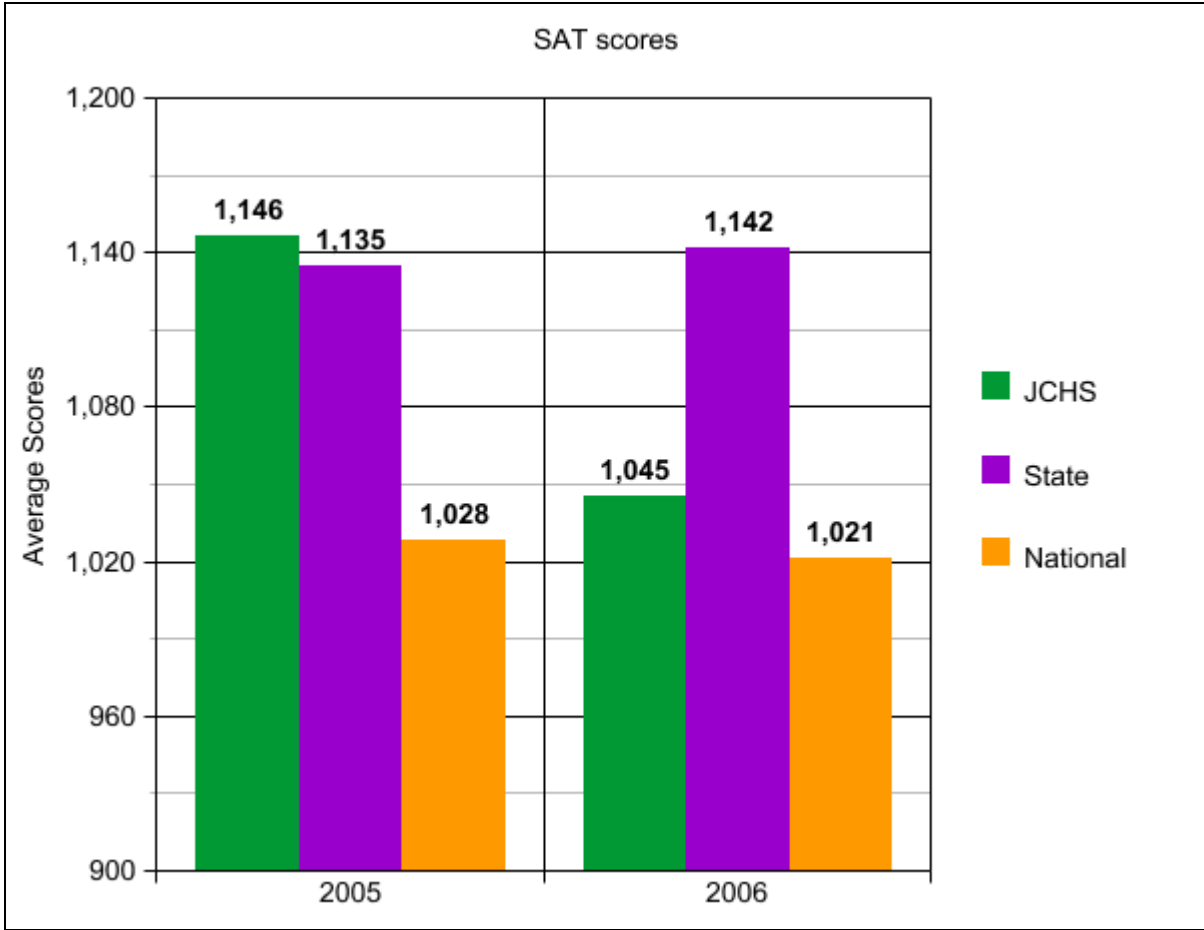
Average Composite ACT scores

JCHS scores rose above the state average in 2005 and fell slightly in 2006. With the state’s educational lottery scholarship requiring a 21 ACT score and more students remaining in the state for college, the state average is slowly rising to meet the scholarship requirement of 21 on the ACT. JCHS remains comparable to both the state and national averages.



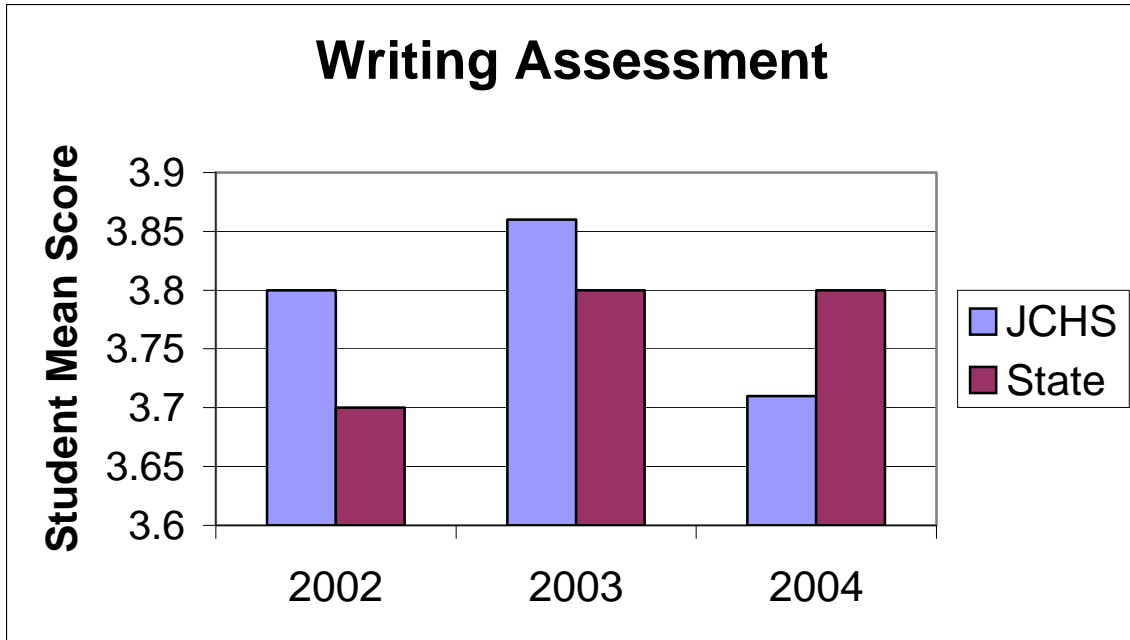
SAT Average Scores

From 2002-2004, national average SAT/SAT I scores have been 1020, 1026, and 1026 respectively. The average SAT/SAT I score at Jefferson County High School over the last three years ranges from a low of 1140 in 2003 to a high of 1182 in 2002. Tennessee's average SAT/SAT I score ranges from a low of 1117 in 2002 to a high of 1128 in 2003. Jefferson County's college bound seniors scored above both the state and national average each of the three years.



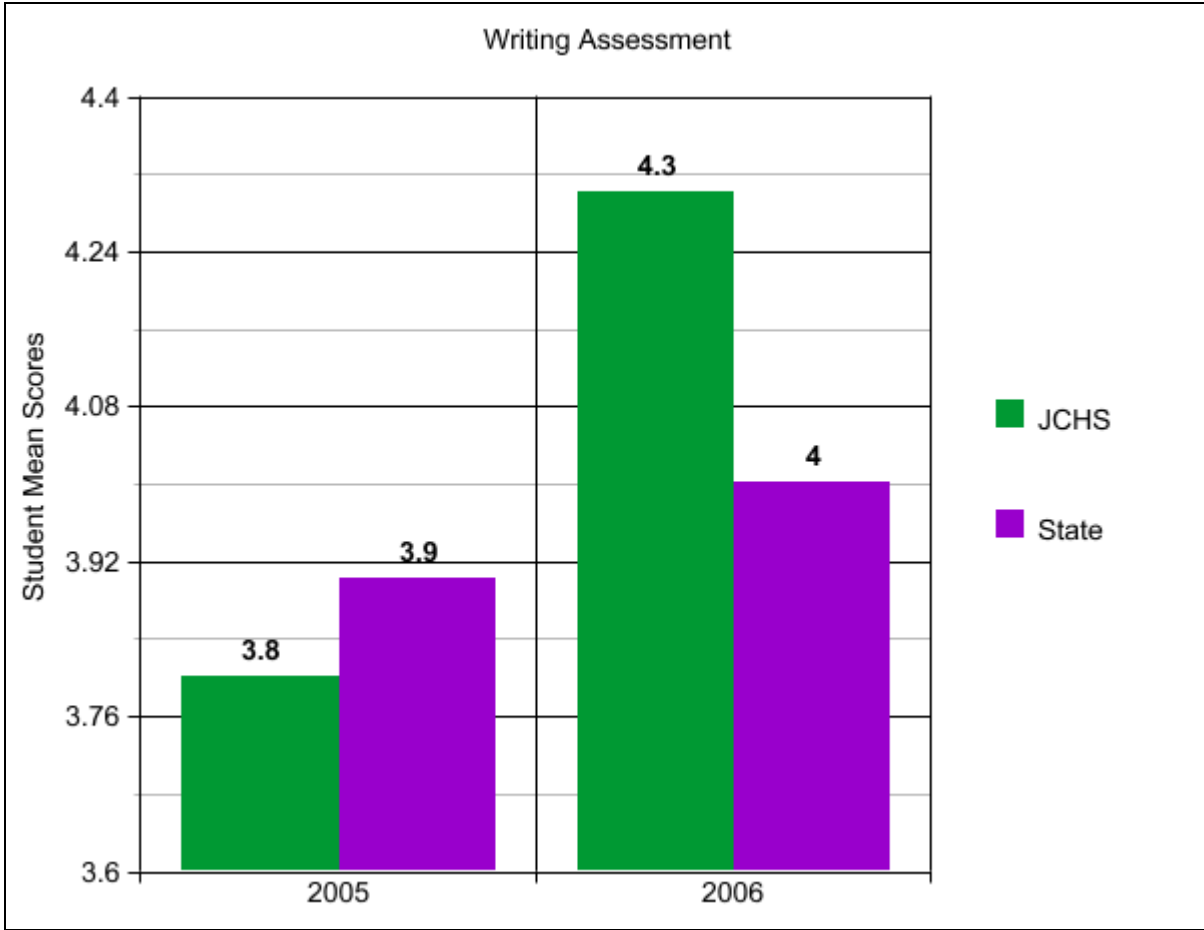
SAT Average Scores

JCHS college bound students continued to score above the national average in 2005 and 2006. The slight drop in 2006 could be attributed to the new testing format.



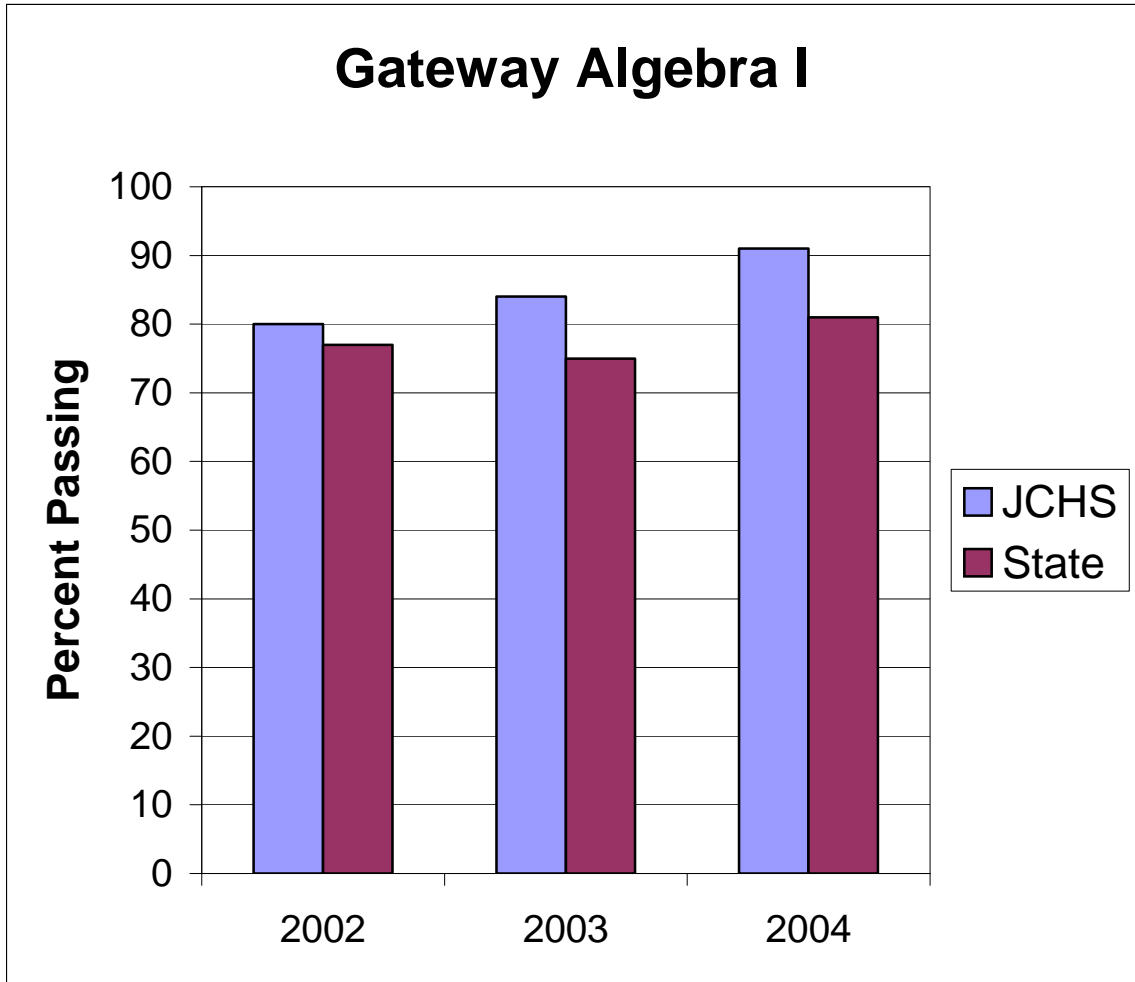
State of Tennessee – Eleventh Grade Writing Assessment

In 2002 and 2003 Jefferson County High School’s Eleventh Grade Writing Assessment scores of 3.80 and 3.86 were comparable to the state score of 3.80. However, in 2004, the average score of 3.71 dropped below the state score. The 2004 score merits investigation and elicits concern, and data indicate that it is an area to be strengthened.



State of Tennessee – Eleventh Grade Writing Assessment

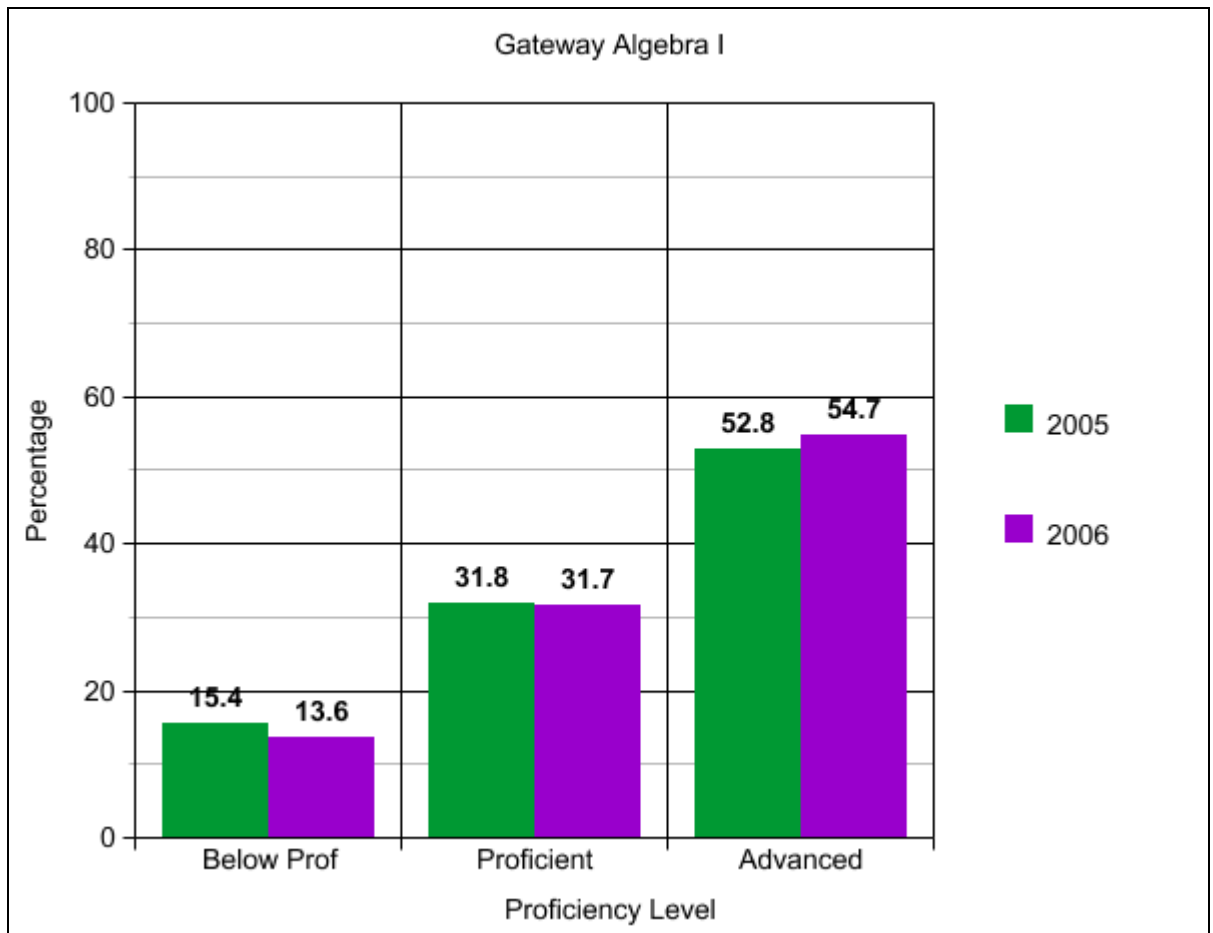
With the implementation of a school-wide writing program, JCHS writing score rose to a score of 4.3 in 2006, surpassing the state score of 4.0. The program continues to be utilized to insure that JCHS students will be prepared for the annual Eleventh Grade Writing Assessment.



Gateway Math – Passing

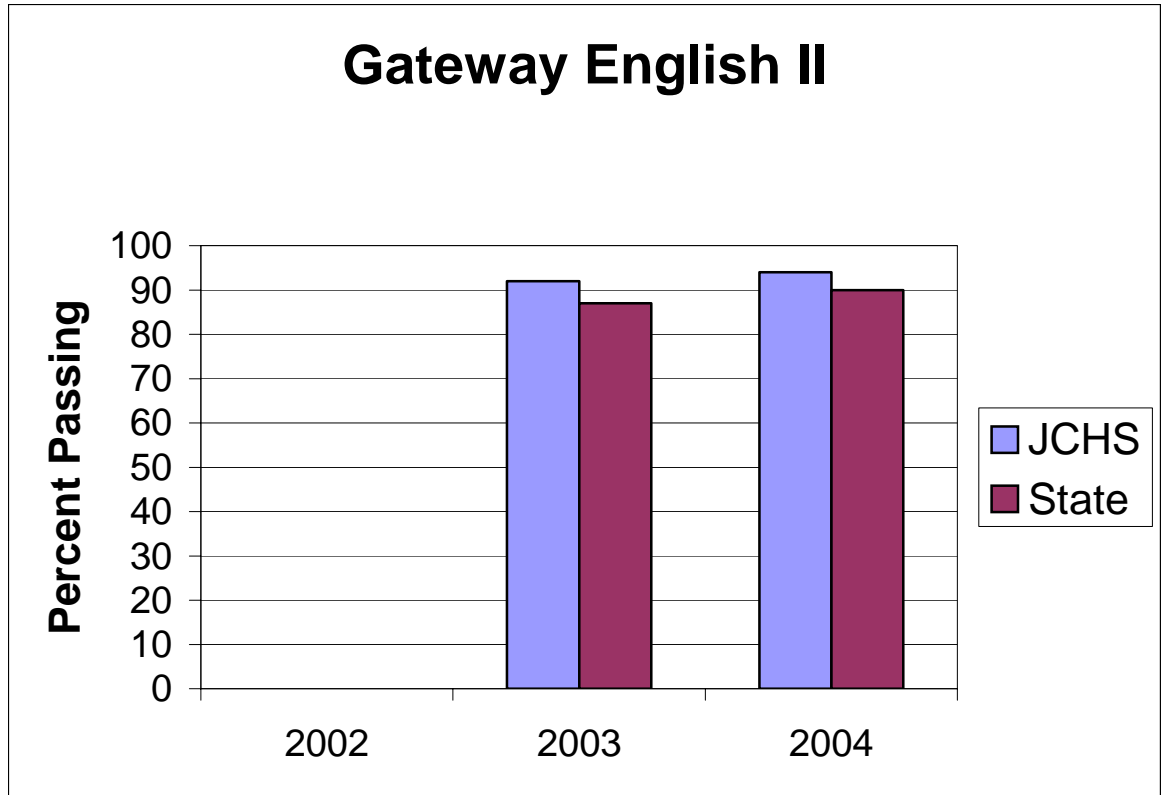
Gateway Algebra I at Jefferson County High School rose from eighty percent in 2002 to ninety-one percent in 2004. The percentage of Jefferson County’s students passing in 2002, 2003, and 2004 was above the state percentage by three percent, nine percent, and ten percent respectively. A factor responsible for the success on this exam is the year-long algebra program.

Disaggregating of JCHS Gateway and EOC scores for SIP update



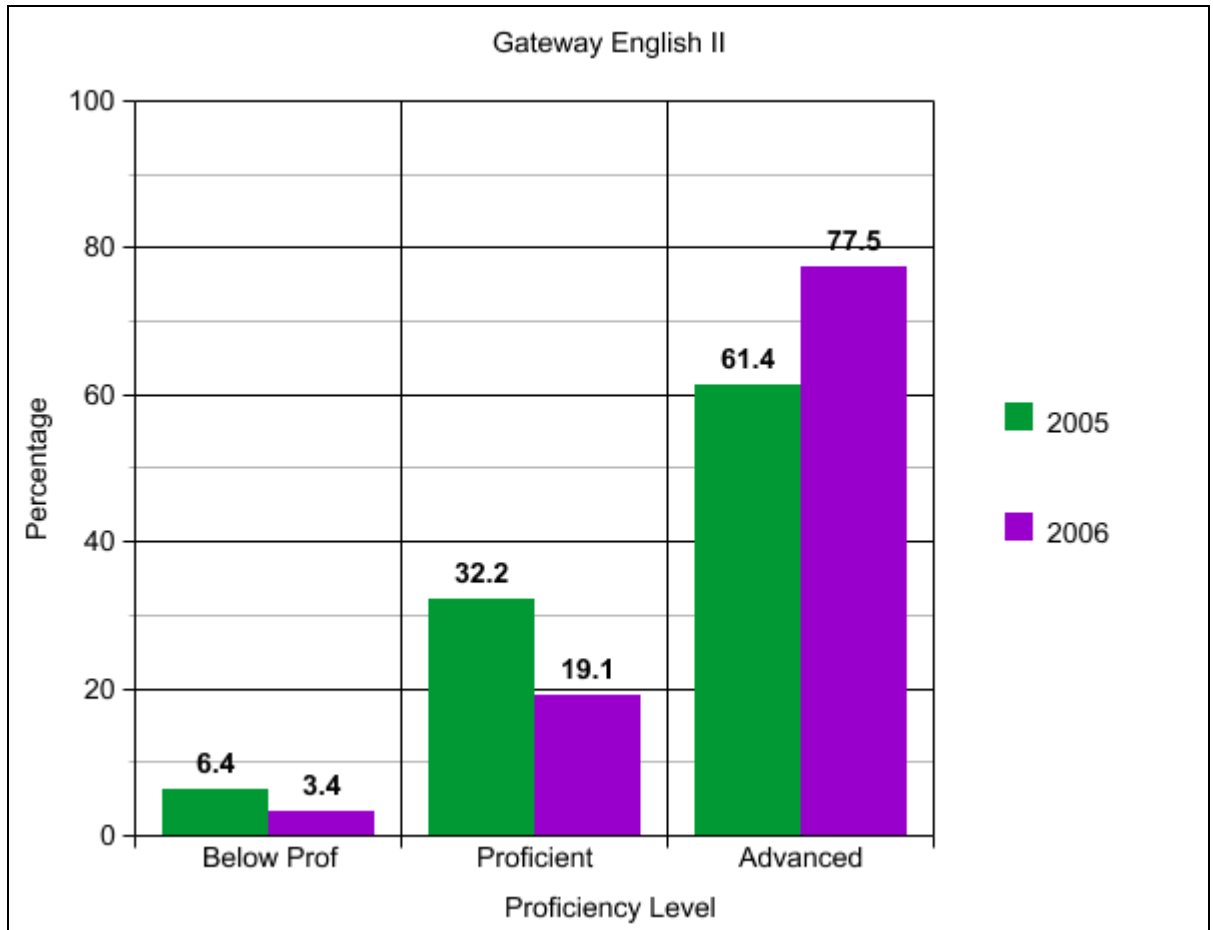
Gateway Math

JCHS students continue to improve proficiency with the advanced level increasing almost two percent from 2005 to 2006 and the below proficiency level decreasing almost two percent from 2005 to 2006.



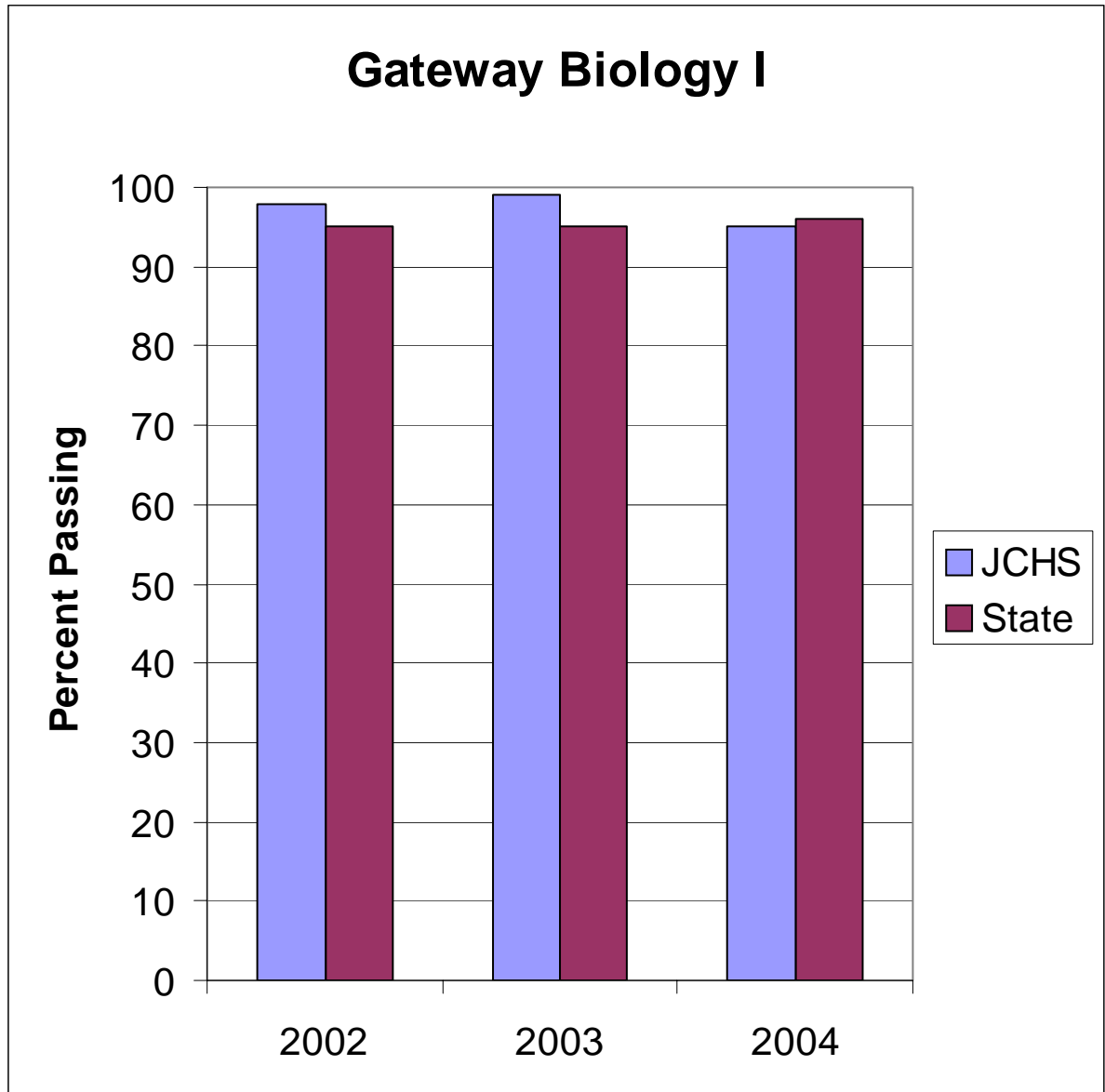
Gateway English II – Passing

The Gateway English II Exam was not given until 2003. The percentage of students at Jefferson County High School passing was ninety-two percent in 2003 and ninety-four percent in 2004. In both years Jefferson County’s scores were higher than state scores.



Gateway English II

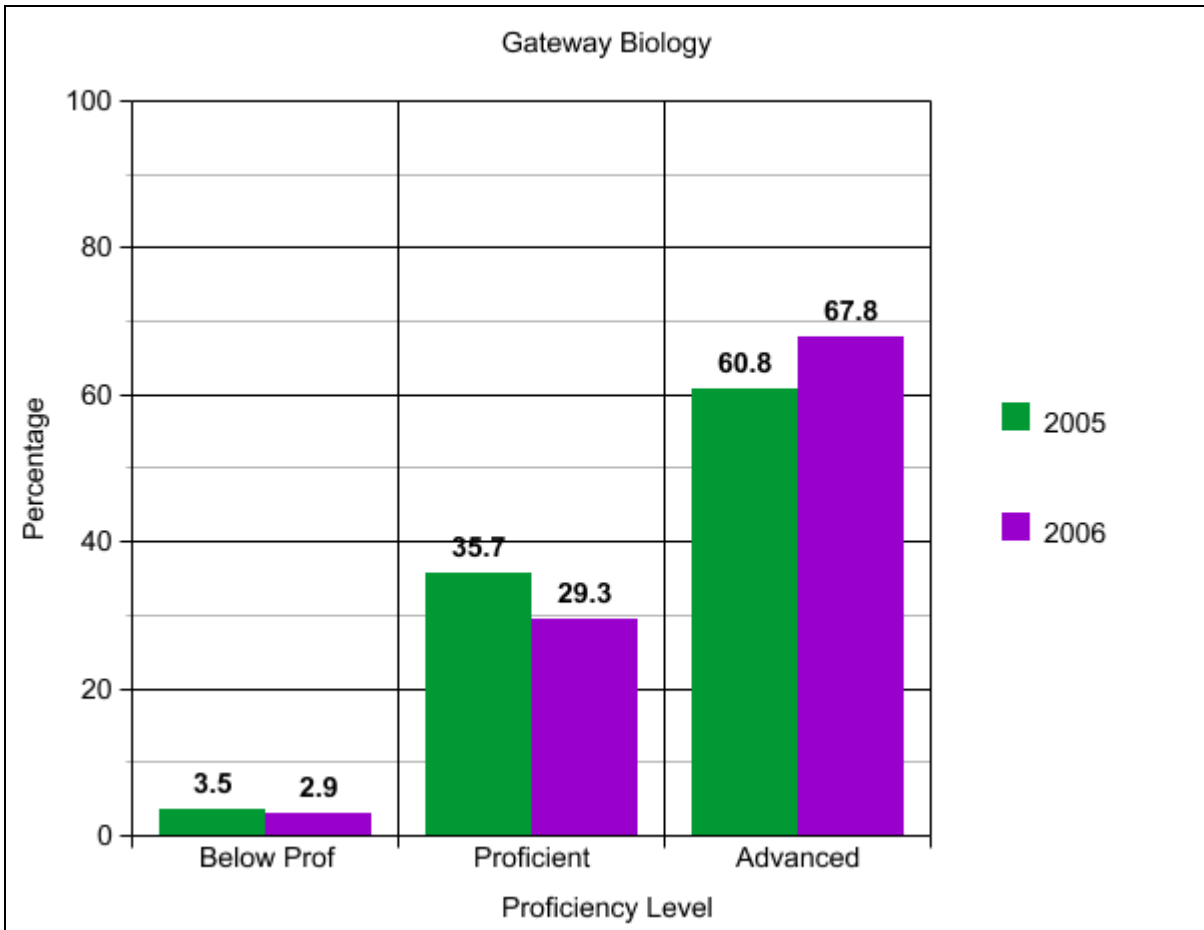
JCHS students continued to excel with sixteen percent more students scoring in the advanced level in 2006 than in 2005.



Gateway Biology I – Passing

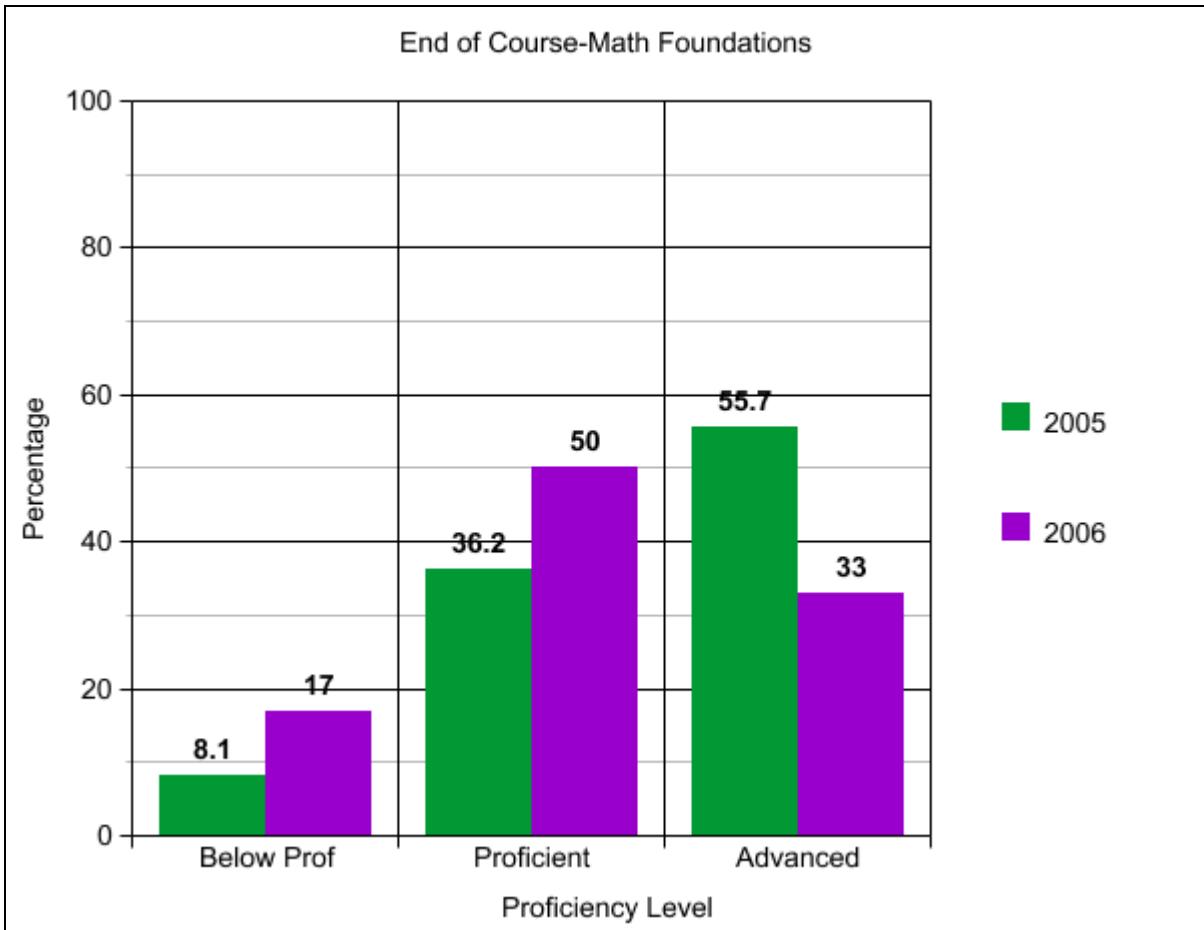
The Gateway Biology Exam has a higher percentage of students passing than any other competency exam given at Jefferson County High School. In each of the three years, the Gateway Biology Exam maintained a ninety-five percent or better passing rate.

While the 2002 and 2003 scores were above the state average, 2004 fell below the state average by one percent. The decline can be attributed, at least in part, to the fact that a more academically diverse population took the exam in 2004.



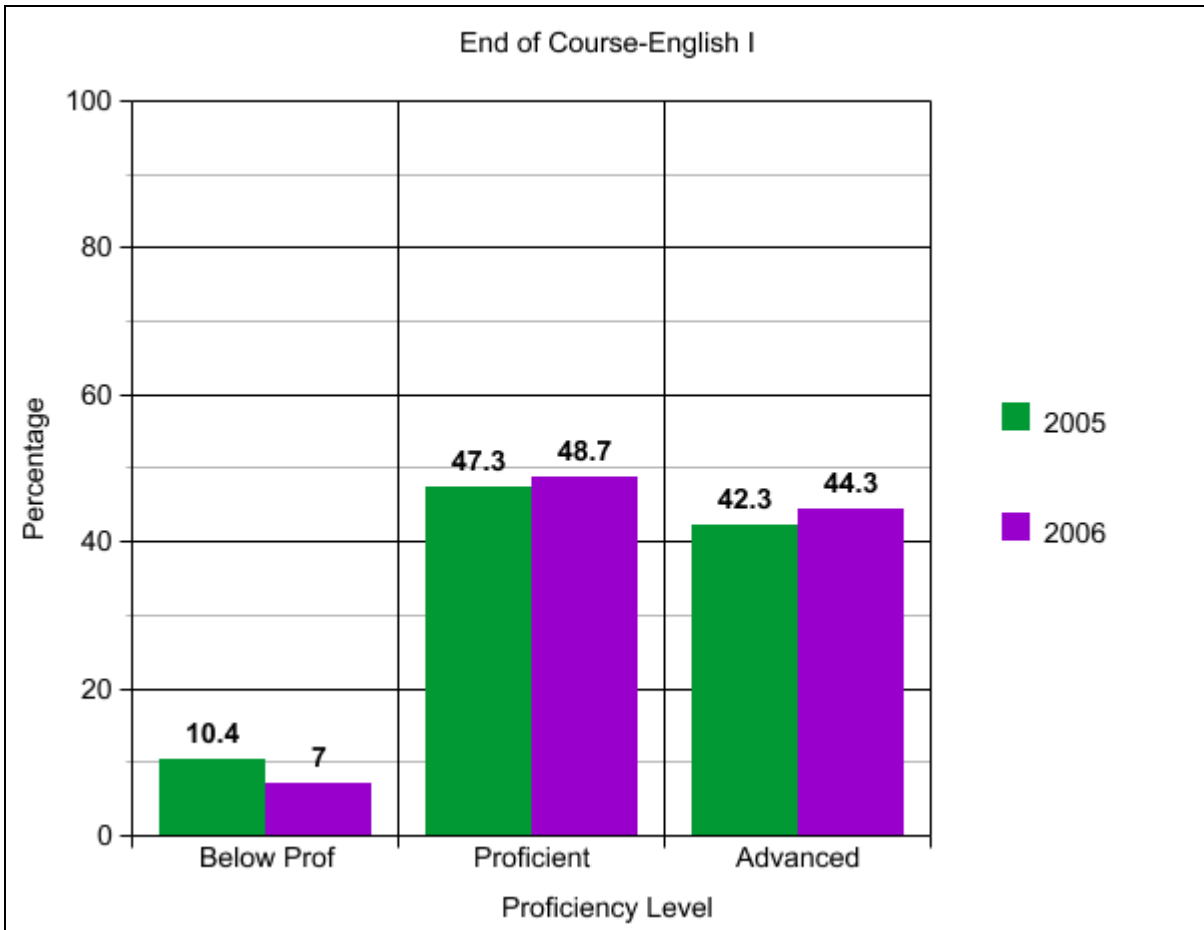
Gateway Biology I

JCHS students continued to excel, reducing the percent of students scoring in the below proficient level by 0.6 percent and increasing the advanced level by seven percent.



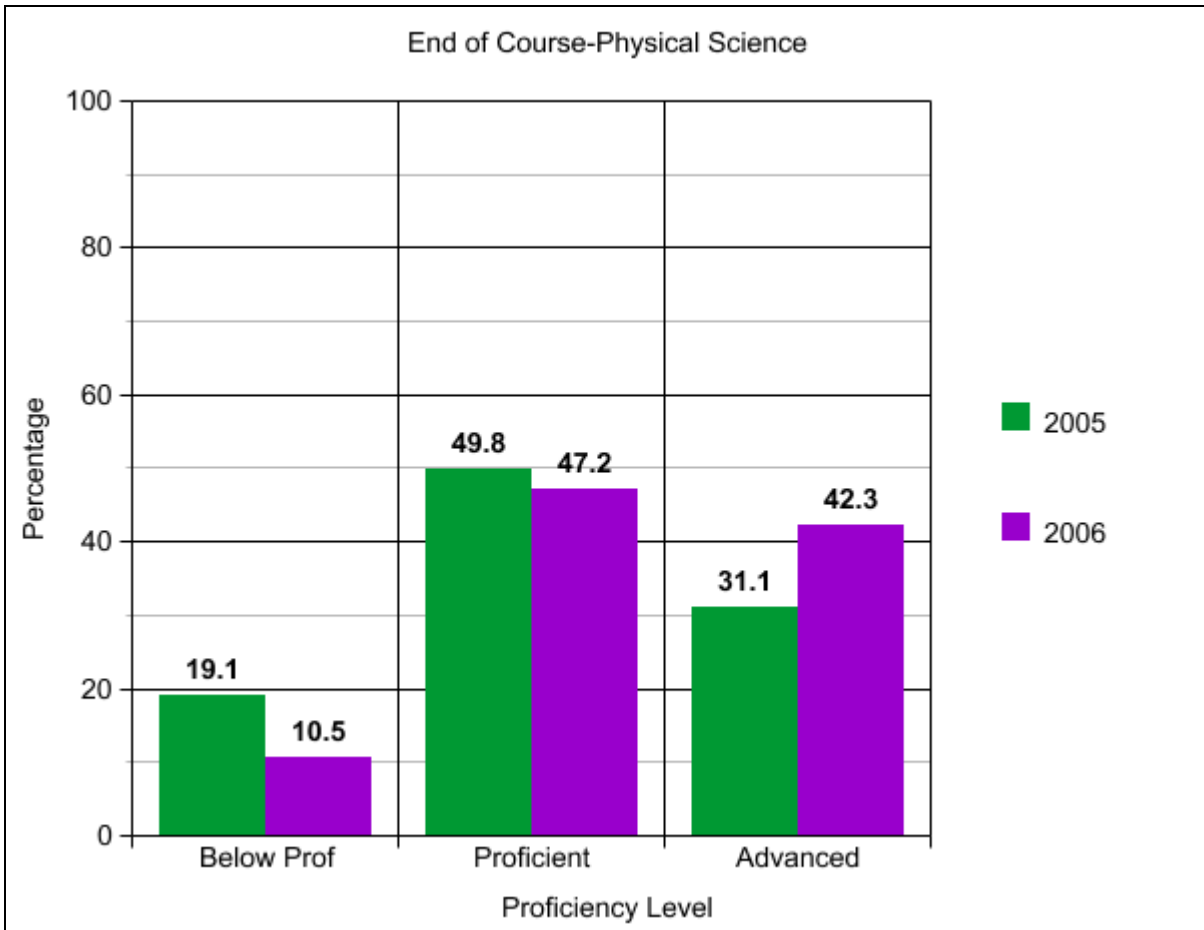
End of Course – Math Foundations

JCHS students continue to struggle in the Foundations End of Course Test, but this course continues to prepare students to achieve on the Gateway Algebra I. A noted increase is seen in the proficient level for 2006.



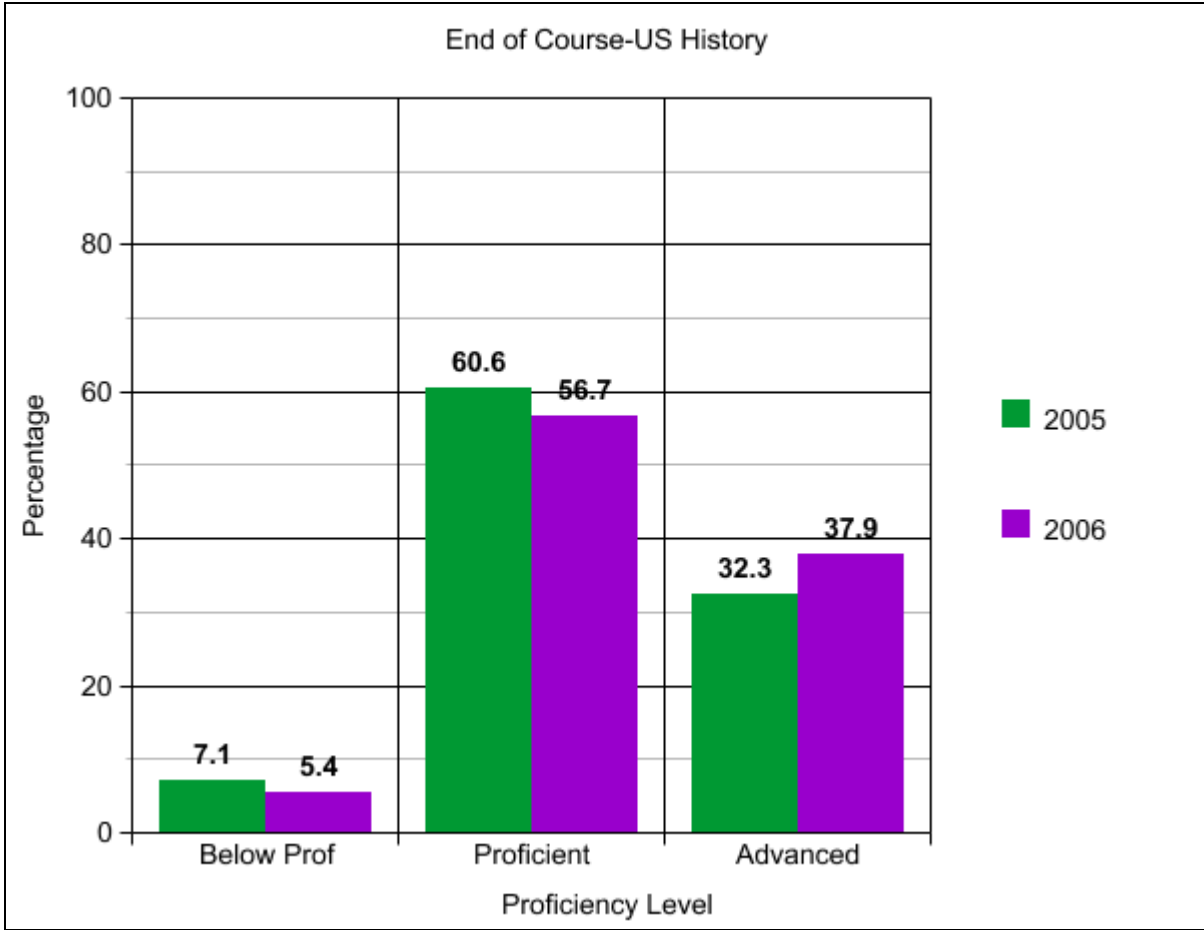
End of Course – English I

JCHS students continued to excel, increasing scores in the proficient and advanced level from 2005 to 2006.



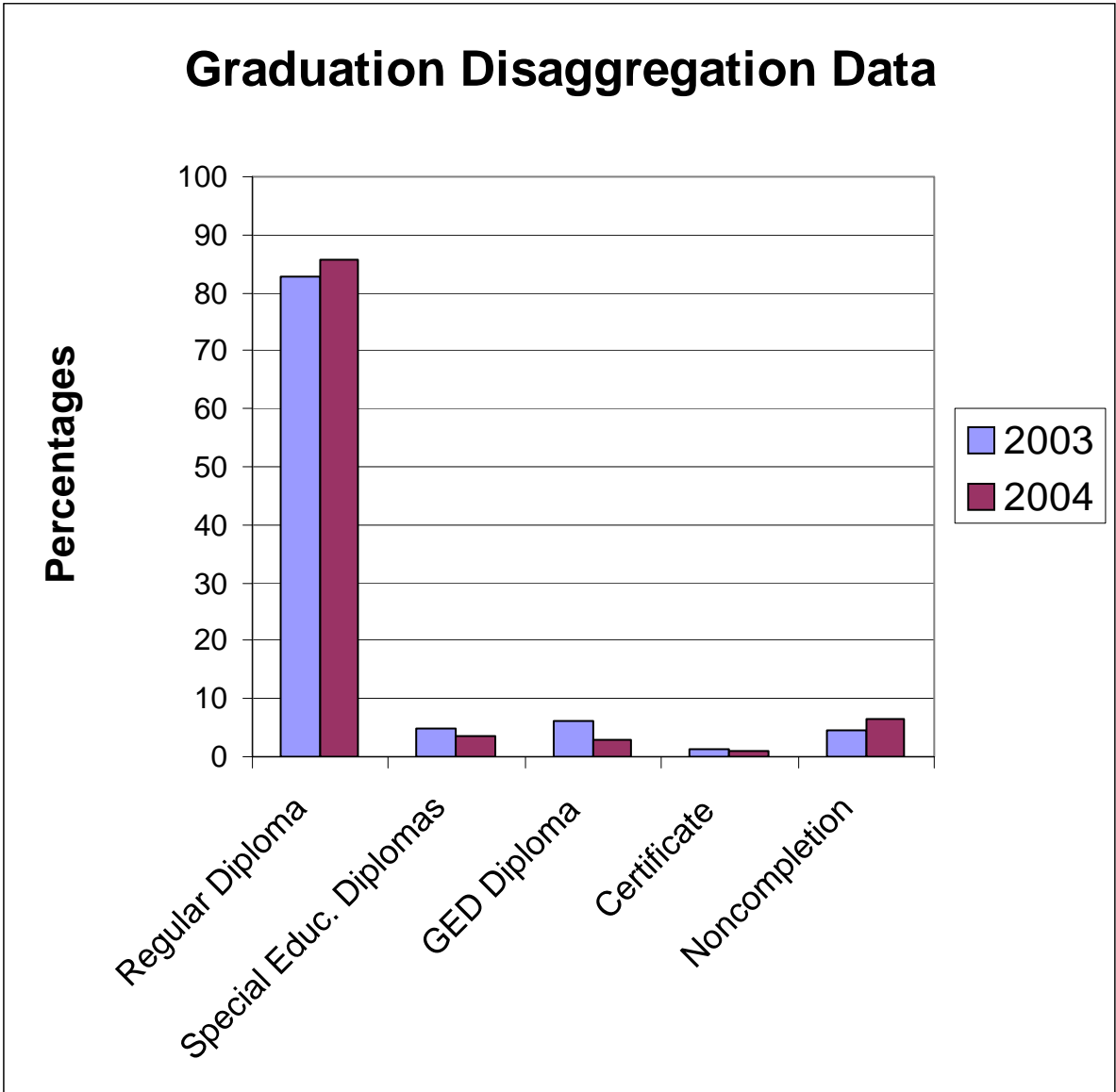
End of Course – Physical Science

Students in 2006 increased in the advanced level by 11.2 percent from the 2005 testing year.



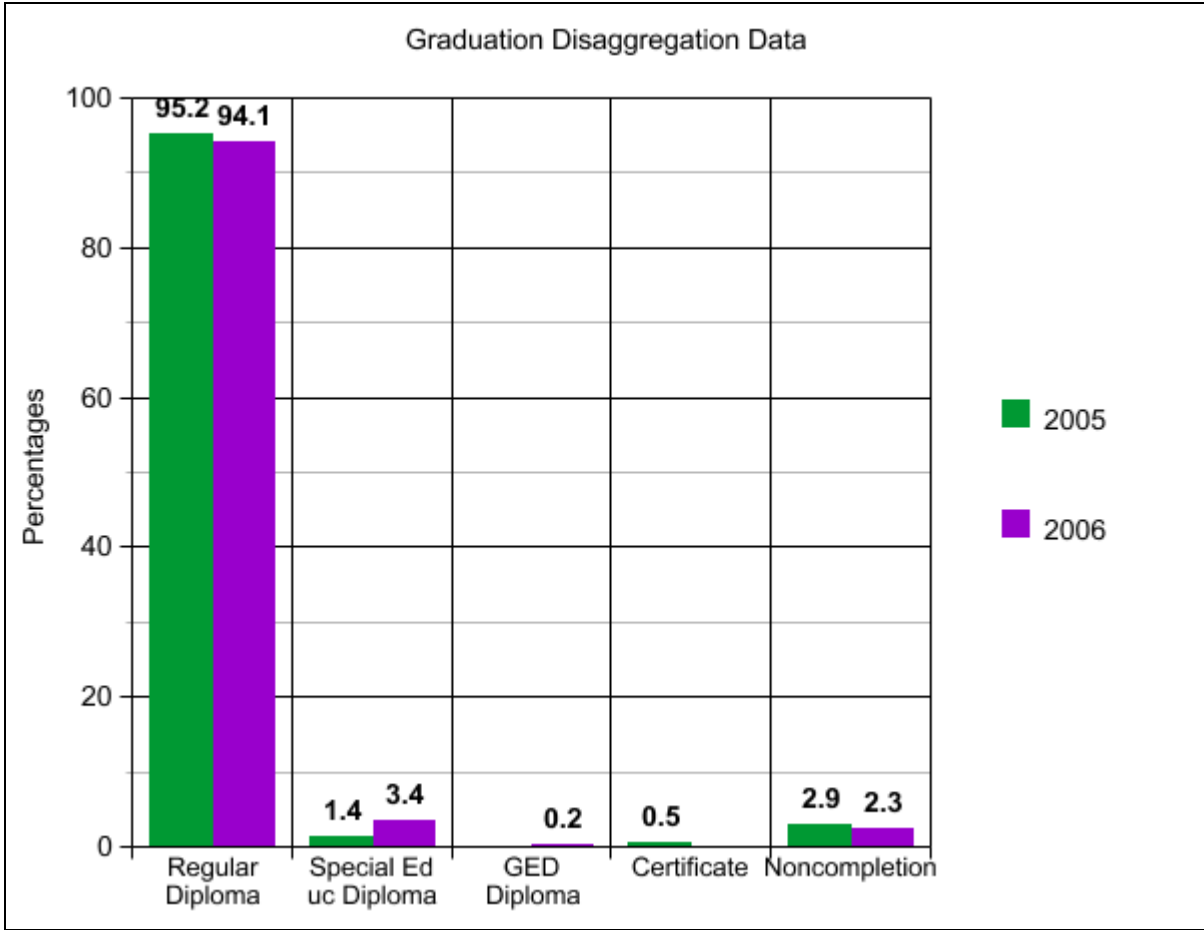
End of Course – US History

JCHS students increased the percentage of students scoring in the advanced level by more than five percent from 2005 to 2006.



Graduation Disaggregation Data

The percentage of Jefferson County High School students graduating with a regular diploma rose from 82.9 percent in 2003 to 85.8 percent in 2004. The non-completion category includes the following subgroups: withdrawals to other systems, transfers to the Adult High School, insufficient credits, and dropouts.



Graduation Disaggregation Data

Jefferson County High School continued to graduate students above the ninety percent No Child Left Behind benchmark.

Reading Assessment Results

Reading Level	Number of Students per scoring per level	Percentage of Total Population	Percentage of Students Screened
1 st Grade	2	0	1
2 nd Grade	25	4	18
3 rd Grade	24	4	17
4 th Grade	35	6	25
5 th Grade	42	7	30
6 th Grade	7	1	5
7 th Grade	3	1	2
8 th Grade	3	1	2

The Class of 2010 has a current enrollment of 570 students. The total number of students assessed is 141. The results indicate that twenty-five percent of the students are reading below grade level. The data merits investigation and elicits concern. The reading scores reflect an area to be strengthened.

Areas of Strength	Explanation	<i>New Information</i>
<p>1. Jefferson County High is a vital part of our community.</p>	<p>A working partnership exists with the Jefferson County Chamber of Commerce.</p> <ul style="list-style-type: none"> • The Jefferson County Chamber of Commerce cosponsors a Youth Leadership course at JCHS. • Students participate in the Chamber project Christmas in Jefferson County. <p>Partnerships exist with several area businesses, community organizations, and local churches.</p> <p>Community involvement and community service awards are included in the high school honors program.</p> <p>Rural Area Medical is held at JCHS. Members of HOSA and members of other organizations assist under the supervision of a classroom instructor.</p> <p>The entire community is involved in school projects and activities including Project Graduation, LINK, Senior Play, Night of the Patriots, and the veterans' chili supper.</p> <p>Close ties are maintained with institutions of higher learning such as Carson-Newman College and Walters State Community College. Several courses for dual enrollment are offered through these schools.</p> <p>The vocational programs also work closely with the community. Each program has an Advisory Committee that consists of leaders from the community who provide input on curriculum, workplace requirements, and funding.</p>	<p><i>Existing partnerships continue in all areas previously noted.</i></p> <p><i>A new partnership has been formed this year. JCHS students are assisting with the Relay for Life program, which will be held in May, 2007.</i></p>

	<p>Work-based learning affords students the opportunity to intern with local businesses.</p> <p>JCHS works closely with St. Mary’s Jefferson Memorial Hospital.</p> <p>A Service Learning class allows students to work cooperatively with several community organizations and programs.</p> <p>The JROTC Department is also involved with the community in several ways. Cadets work closely with local veterans groups such as VFW, the American Legion, the Daughters of the American Revolution, and the Military Order of World Wars.</p> <ul style="list-style-type: none"> • The JROTC Color Guard is frequently requested for school and local events. • The JROTC Department is also involved in Service Learning programs and works closely with C-NC in a Cadet Shadow program. <p>Several clubs, organizations, and athletic programs such as Beta Club, Key Club, DECA, HOSA, football team, and basketball team participate in service events for the community.</p>	
<p>2. Gateway test scores have improved or remained high.</p>	<p>Although Jefferson County High’s ACT scores have risen from 19.6 to 20.1 in 2004, scores are below state and national averages.</p> <p>Even though Jefferson County High writing assessment scores are on par with the state score of 3.8, teachers must work to maintain or increase students’ writing proficiency.</p> <p>Foundations II end of course testing scores have improved with students performing in the proficient level (from forty-eight percent to forty-nine percent) and improving from fifteen percent to twenty-three percent in the advanced level.</p>	<p><i>JCHS’ ACT scores continue to rise toward the lottery requirement of 21 ACT.</i></p> <p><i>With a writing program in place, JCHS 2006 writing assessment scores rose to 4.3.</i></p> <p><i>In 2006 more students scored in the advanced level and fewer in the below proficient level, marking an upward trend in scores.</i></p>

<p>3. Jefferson County High School is staffed by highly qualified teachers.</p>	<p>The range of teaching experience at JCHS is from 0-42 years with an average of 17.32 years.</p> <p>Of the JCHS faculty, sixty-two percent have earned advanced degrees.</p> <p>Student survey commonalities on quality of instruction state that teachers are effective and present high quality instruction.</p> <p>All teachers meet No Child Left Behind standards as highly qualified.</p> <p>The student survey indicates that seventy-three percent agree, “Teachers help me learn by using different teaching strategies and activities.”</p>	<p><i>Currently seventy-six percent of faculty members hold advanced degrees.</i></p>
<p>4. Jefferson County High School provides a safe and orderly learning environment.</p>	<ul style="list-style-type: none"> ○ A majority of teachers, students, and parents agree that Jefferson County High School is a safe and orderly environment. <ul style="list-style-type: none"> ● On the teacher survey, eighty-eight percent of teachers agree that the school is a safe working environment. ● The student survey indicates that sixty-eight percent of students agree that JCHS provides a safe and orderly environment. ● The parent survey indicates that seventy-nine percent of parents agree that adequate security measures are in place. ○ In 2001-02, security cameras were installed throughout the building and on campus. ○ In 2004 a new fire alarm system was added. ○ According to policies and procedures, fire drills, lock-down drills, and tornado drills are practiced frequently. 	<p><i>An additional assistant principal was added to the faculty in 2006.</i></p> <p><i>Drills are performed on an ongoing basis.</i></p>

	<ul style="list-style-type: none"> ○ A flip chart detailing all emergency procedures has been provided to each teacher. ○ The 2003-04 Tennessee Report Card rates JCHS as a safe school. ○ One full-time School Resource Officer was added in 2001-02, and a second full-time officer was added in 2003-04. ○ A fence was built to enclose the campus in the school year 1999-2000 with a guard posted at the gate to check entries. ○ Faculty members are on duty in all areas of the building before school, during breaks and class changes, and after school. ○ Full-time in-house maintenance personnel are employed to keep the building in good repair and in a safe condition. ○ All students are provided a student handbook. Policies and procedures are reviewed periodically with students. <p>Policies and procedures are in place for orderly, consistent disciplinary actions.</p>	<p><i>The 2005-06 Tennessee Report Card rates JCHS as a safe school.</i></p>
<p>5. Jefferson County High School has a diverse curriculum.</p>	<p>Seven Advanced Placement (AP) classes are offered in a variety of academic areas, including social studies, English, math, science, and art.</p> <p>The Fine Arts Department encompasses painting, drawing, digital design, theater, chorus, and music.</p> <p>All vocational programs articulate with local post-secondary institutions and continually update integration of academics into their curriculum.</p> <p>The Vocational/Technical Program offers students knowledge and career exploration in</p>	<p><i>In 2006 an early bird AP Physics class was added based on student request.</i></p> <p><i>The cosmetology program has been modified so that students gain access in their sophomore year, giving them three years of experience instead of the two previously offered. Students leave JCHS</i></p>

	<p>the areas of business, information technology, banking and finance, accounting, management, marketing, agriculture, carpentry, masonry, heating and air conditioning, and automotive technology.</p> <p>The HVACR program has a working relationship with three local labor unions for placement and advanced training.</p> <p>Students are prepared to enter post-secondary training programs in such diverse areas as the medical field and cosmetology.</p> <p>Through cooperative education programs, students are afforded the opportunity to gain hands-on experience in the workplace.</p> <p>The Family and Consumer Science Department prepares students not only to enter post-secondary programs in the areas of early childhood development, education, fashion, and decorating but also to live independently and care for a home and family.</p> <p>In addition to required English courses, the English department provides courses in poetry, writing, journalism, literature, speech, and performance.</p> <p>Students are offered a selection of four foreign language possibilities—Latin, French, Spanish, and German. For students lacking proficiency in the English language, JCHS has a strong ESL program.</p> <p>The mathematics program offers courses from foundations to AP Calculus. With the number of math course options, students can take at least one math course each semester.</p> <p>Of eighteen science course offerings, equal emphasis is placed on both the physical and biological disciplines.</p>	<p><i>with approximately 200 hours toward state licensure.</i></p> <p><i>JCHS trap shooting team members placed fifth and sixth in the nation. The FFA horse judging team placed first in the district and sixth in national competition.</i></p> <p><i>Academic cooperative education was added in 2005 and continues for seniors.</i></p> <p><i>The 2006 JCHS yearbook was one of only three books given an All-Tennessee rating by the Tennessee High School Press Association.</i></p>
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	<p>The social studies department provides an array of course offerings in history, current events, economics, geography, government, psychology and sociology.</p> <p>A diverse range of electives includes JROTC, Driver Education, Leadership Development, Teacher Preparation, Test Preparation, Service Learning, Peer Counseling, and Peer Tutoring.</p> <p>The special education department provides students with basic academic skills as well as preparation to live and work as responsible citizens.</p> <p>JCHS believes that students should acquire the life-long desire for physical health and wellness. Toward that goal, the physical education program provides a variety of course offerings.</p> <p>A strong working relationship exists with both Carson-Newman College and Walters State Community College. This partnership has resulted in students' being allowed to gain both high school and college credit for nine different courses.</p> <ul style="list-style-type: none">• Composition I and II• Algebra• Principles of Economics• World Geography• Introduction to Psychology• American History I• Survey of World Civilization• General Biology I and Lab• Human Anatomy and Physiology and Lab• Probability and Statistics <p>At least seventy percent of the faculty and staff responding to the Teacher Opinion Survey rated the academic areas (English, math, science, social studies) as either "excellent" or "good."</p>	
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	<p>Based on the <i>Teacher Opinion Survey</i>, ninety-three percent of faculty and staff felt that appropriate programs are offered that meet student learning needs.</p> <p>Students responding to the <i>Student Survey</i> question “What is the best thing about Jefferson County High School?” rated classes second.</p> <p>In the <i>Parent Opinion Survey</i>, eighty-one percent felt that the curriculum meets the needs of the entire student body.</p> <p>In the Student Survey, sixty-eight percent of student respondents agreed, “I am being prepared to deal with what I will face in the future.”</p>	
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Areas to Strengthen	Justification	New Information
<p>1. Communication between school and home</p>	<p>Although seventy-one percent of the faculty said parent-teacher communication is promoted at Jefferson County High School and fifty-six percent said they regularly communicate with parents, only fourteen percent of the teachers responded that parents take an active role in their children’s education.</p> <p>Of the parents surveyed, seventy-four percent agreed that procedures are in place to communicate easily with school personnel, and seventy-four percent said they are kept informed of their child’s progress through easy to understand methods.</p> <p>About forty-eight percent of the teachers said parents are comfortable coming to the campus. Of the parents surveyed, eighty percent stated they feel welcome at the high school.</p>	<p><i>Sample survey: 71% is now 94%</i> <i>Sample survey: 56% is now 89%</i> <i>Sample survey: 14% is now 33%</i></p> <p><i>Sample survey: 74% is now 73%</i> <i>Sample survey: 74% is now 64%</i></p> <p><i>Sample survey: 48% is now 89%</i> <i>Sample survey: 80% is now 89%</i></p>

	<p>A survey also indicated that fifty percent of the teachers felt the community respects educators.</p> <p>No parent-teacher e-mail database is in place to utilize technology for the express purpose of communicating with parents.</p> <p>LINK 2004 Parent Night had 134 families represented out of a class of 556.</p>	<p><i>Sample survey: 50% is now 67%</i></p> <p><i>No change</i></p>
<p>2) Scores on TCAP writing, ACT, and EOC assessments.</p>	<p>Although Jefferson County High's ACT scores rose from 19.6 to 20.1 in 2004, scores are below state and national averages.</p> <p>Even though Jefferson County High writing assessment scores are on par with the state score of 3.8, teachers must work to maintain or increase students' writing proficiency.</p> <p>Foundations II end of course testing scores have improved with students performing in the proficient level (from forty-eight percent to forty-nine percent) and improving from fifteen percent to twenty-three percent in the advanced level.</p>	<p><i>20.6 in 2005</i> <i>20.1 in 2006</i></p> <p><i>4.3 in 2006</i></p> <p><i>2006 had 50% in proficient level</i> <i>2006 had 33% in advanced level</i></p>
<p>3) Facilities to meet enrollment increases</p>	<p>The Jefferson County Board of Education has proposed several plans to address the needs of an increasing enrollment. One of the three plans on the table at present will convert Jefferson County High School to a senior high for grades 10-12. This plan will eliminate the need for portable classrooms and allow for growth. The plan includes funds for renovations as well as the construction of a performing arts complex. The second plan does not address the increasing enrollment needs at Jefferson County High School until proposed newly constructed middle grade (7-8) schools reach capacity. The third plan involves building a new high school to house grades 9-12 and converting the existing high school into a middle school, which will house all county students in grades 7-8.</p>	<p><i>No progress has been made by the Board of Education.</i></p>

	<p>Of the teachers surveyed, forty-nine percent did not feel the school facilities were adequate to support the instructional program.</p> <p>Of the students surveyed, twenty-eight percent mentioned problems with the facility that needed to be addressed. Specifically, students mentioned restroom facilities, general heat and air maintenance, and vocational building renovations.</p> <p>According to the 2000 Census, Jefferson County had a 34.2 percent population increase in the last decade compared to the 16.7 percent state increase.</p>	<p><i>Sample survey: 49% is now 89%</i></p> <p><i>Sample survey: 28% is now 94%</i></p> <p><i>Same areas mentioned.</i></p>
<p>4. Negative trends in behavior.</p>	<p>In the 2001-02 school year, 1,380 discipline referrals were made. In the 2002-03 school year, 1,677 were made, and in the 2003-04 school year, 2,075 were made.</p> <p>Alternative school referrals have increased from 37 in 2001-02 to 53 in 2004-05. The number of students reprimanded for Level 4 (serious) infractions has been relatively consistent (14, 18, 9, 12), but this number represents more than 20% of students attending alternative school.</p> <p>There were 174 class disturbance referrals in the fall 2004-05 semester.</p> <p>There were 53 suspensions for violation of the tobacco law on school grounds in fall 2004.</p> <p>During the fall 2004 semester, 217 referrals were made for skipping class and 184 referrals for being tardy to class.</p> <p>More than 30 percent of teachers believed the student dress code is not effectively and consistently enforced.</p> <p>Of the students surveyed, twenty-two percent felt sexual harassment is an issue; twenty-two percent felt physical harassment is an issue; and thirty-eight percent felt verbal harassment is an issue.</p>	<p><i>2,075 referrals in 2004-05, 2,283 referrals in 2005-06</i></p> <p><i>46 referrals in 04-05 31 referrals in 05-06</i></p> <p><i>235 class disturbance referrals in 05-06</i></p> <p><i>Sample survey: 30% is now 90%</i></p> <p><i>Sample survey: sexual harassment – 22% is now 18%, physical – 22% is now 51%, verbal – 38% is now 75%</i></p>

	Current student enrollment along with projections of increasing enrollment will require an additional assistant principal	<i>One additional assistant principal was hired in 2006.</i>
5. Graduation rate	<p>Student attendance decreased from ninety-four percent in the 2002-03 school year to ninety-three percent in 2003-04. Teachers surveyed felt consistent student attendance is critical to graduation, and forty-two percent believe the appeal process for attendance should be eliminated.</p> <p>In the teacher survey, eighty percent agreed that consistent attendance is critical to graduation.</p> <p>Graduation for the 2002-03 school year at Jefferson County High School was eighty-six percent, dropping to 85.2 percent for the 2003-04 school year. This number fails to meet the No Child Left Behind standard of ninety percent.</p>	<p><i>2006 attendance rate was 92.5%</i></p> <p><i>Sample survey: 80% is now 87%</i></p> <p><i>2004-05 grad rate was 95.2%, exceeding NCLB</i></p> <p><i>2005-06 grad rate was 94.1%, exceeding NCLB</i></p>
6. Reading Level		<p><i>With the implementation of a reading specialist for the secondary level, initial reading screenings were performed in English classes followed by intense assessment. Almost twenty-five percent of the class of 2010 scored below grade level in reading. This is an area of concern which merits investigation.</i></p>

Component 4: Curricular, Instructional, Assessment, and Organizational Effectiveness

Committee Members

Melanie Hodge, English, Co-chair
Linda Hodges, English, Co-chair
David Seal, HVACR, Co-chair
Tommy Arnold, Community Member
Sandra Austin, Parent
Daryl Brady, Community Member
Stephanie Butler, Art
Ann Campbell, Mathematics
Mary Cordero, English
Claude Chafin, Science
Ariel Claiborne, Student
Will Darby, Student
Sherry Finchum, Community Member
Dan Froemel, Special Education
Kate Gac, Mathematics
Gene Green, JCHS Maintenance
Carolyn Hart-Hazelwood, Media Center Director
Jan Helton, Business
Logan Hester, Student
Anna Hudson, Community Member
Ronda Kinnick, Parent
Sarah Lent, Spanish
Mike Maples, Agriculture
James Marquardt, Mathematics
Doug Moody, Jefferson County Director of Schools
Jodi Niceley, English
Dorothy Richey, Science
Dustin Russell, English
Keith Ryman, Special Education
Jennifer Sanford, Business
Jim Satterfield, Agriculture
Robert Seals, Wellness
Dr. Monty Sharp, Assistant Principal
Karin Stapleton, Business
Susan Stiner, Mathematics
Annette Stooksbury, Family and Consumer Science
Stephen Strange, Carpentry
Veronica Sussmane, Science
Barbara Whitaker, English
June Woods, Technology Secretary

Collaborative Process

Jefferson County High School educators started preparing for the School Improvement Plan by establishing six committees to work on specific areas of school improvement. The Organization Committee was one such committee. This committee was charged with several tasks that included a detailed study of the overall effectiveness of the school, the resources available to the school, the way in which the school is managed, and how the overall performance of the school is measured. As the committee carried out its work, school administrators, parents, and other community stakeholders were consulted with respect to the way Jefferson County High School is organized.

The Organization Committee was initially comprised of twenty-six certified teachers and one administrator. Five sub groups were assigned by the committee co-chairs to examine and report on specific areas of school improvement. Among the five areas were collaboration, decision making, curriculum, communication, and instructional analysis and support. The committee co-chairs received input from community leaders, the school system architect, and students. As the organization committee conducted meetings, collected data, and coordinated with other SACS committees, it compiled a large amount of raw data that was used to produce a comprehensive report of how Jefferson County High School is organized and how the organization could be improved.

The final action of the group was a presentation made by the Organization Committee to the school administration and staff with the goal of improving the accuracy of all written reports and addressing any unresolved issues concerning school improvement at Jefferson County High School.

As a follow up the entire faculty met to discuss the progress made toward the Action Plan. New faculty members were identified and assigned to committee sections. Throughout the year the leadership team met to discuss updates and achievement. Committee chairs met with faculty in order to update individual components. Finally the leadership team supervised the revision to the School Improvement Plan.

COLLABORATION

Collaboration among the administration, instructional staff, and other stakeholders is one factor in determining a school's effectiveness. According to the Spring 2005 *Jefferson County High School Opinion Survey*, sixty percent of the faculty agreed, "School goals provide the focus for the academic program." Jefferson County High School recognizes and enforces the policies and mandates regarding school and parental involvement emphasized in the No Child Left Behind legislation. Included in the school's belief statement is "Decision-making includes all stakeholders and focuses on a safe and positive learning environment." There are numerous collaborations at Jefferson County High School signifying that commitment and cooperation:

I. Collaboration Among Teachers

A. Interdisciplinary Courses

Academic collaboration at JCHS includes two team-taught interdisciplinary courses.

Combined Studies is a Pre-Advanced Placement (AP) interdisciplinary course for juniors that involves an intensive study of American history and literature. Students are in a block of three hours for one semester, during which they look at the parallels and connections between the historical time period being studied and the philosophy reflected in the literature of the same period. Students are required to analyze both disciplines through reading, writing, and discussion.

AP European history and literature is an interdisciplinary course for seniors that involves the chronological study of European history and Western literature and philosophy from ancient Greek civilization through modern history and literature. Students are in a flexible block for the entire senior year. This course combination allows students to take three AP exams, all of which focus on analysis of historical documents and literature and require students to demonstrate analytical writing skills.

An additional example of academic collaboration is among freshman teachers. English teachers, Algebra I and science teachers, and math foundations and physical science teachers meet regularly to discuss curriculum and to review students' progress.

B. Special Projects

Night of the Patriots, an annual Veteran's Day production, is an interdepartmental collaboration featuring students from the band, chorus, drama, JROTC, and vocational departments. Department contributions are made through music, dances, skits, and set construction. *Night of the Patriots*, while specifically acknowledging veterans and their sacrifices, also recognizes others who have made contributions to the community.

The senior play is an interdepartmental and interschool collaboration. Each spring teachers from different county schools unite to present a musical showcasing the

vocal, dramatic, and musical talents of the senior class. Vocational students from JCHS construct, deliver, and maintain the sets. Three performances are held at Carson-Newman College's Gentry Auditorium. Past performances include *My Fair Lady*, *Something's Afoot*, *Guys and Dolls*, *Camelot*, and *Seven Brides for Seven Brothers*.

LINK is a transitional program designed for rising high school freshmen. Teachers and upperclassmen plan activities to provide entering freshmen with a familiarity to the campus, administration, guidance, teachers, and schedules before school begins. Parents are also invited to accompany the student to an evening activity. In addition to the teacher collaboration, the program receives support from local entities including Citizens National Bank, St. Mary's Jefferson Memorial Hospital, and Coca-Cola.

Another special program at JCHS is the Australia project. This particular project provides visits between Australian and JCHS students. JCHS students have made five trips to Australia, with the last being a special invitation to participate in the 2000 Sydney Olympic ceremonies. Australian students have made eleven visits to JCHS, the next planned for April 2007.

As part of the ongoing process to support student learning, an on campus, after school recovery-of-credits program was established in the fall of 2006. The computer program PLATO is used for credit recovery. Teachers who are on extended contracts facilitate the disciplines for students to recover credits. In addition to the recovery program, extended contract teachers also conduct after-school tutoring, early bird classes, and summer school.

C. Instructional Sharing

Super Saturday Science and Chemistry Is Fun are events sponsored by the science teachers and Science Club members at JCHS. These activities give elementary students hands-on opportunities in science fields and allow high school students to mentor younger students and to use the knowledge acquired in high school science classes. Dr. Alan Hazari from the University of Tennessee provides a "Chemistry Magic Show." Following the show, students participate in hands-on chemistry activities by making Silly Putty, Cartesian drivers, and homemade ice cream. Each spring fourth graders are invited to build and launch beginning level rockets. Students build rockets on Friday evening and return on Saturday to launch them. Parents and siblings are invited to view the launch. These activities have proven to be valuable learning experiences for both high school and elementary students.

II. Collaboration Among Staff, Students, and Community

A. College Courses

JCHS collaborates with Carson-Newman College and Walters State Community College to allow students dual enrollment. Providing criteria are met, students can enroll for the following:

At Carson-Newman - Algebra
Composition I and II

At Walters State - American History
Composition I and II
General Biology I and Lab
Human Anatomy and Physiology and Lab
Introduction to Psychology
Principles of Economics
Probability and Statistics
Survey of World Civilization
World Geography

B. School Website

The school's website, www.jc-schools.net, maintained through the Jefferson County Technology Department, provides information concerning calendars, research and informational links for teachers and students, technology updates, and athletic events. Additional links access *College Board* information offering ACT, AP, and SAT practices, tutorials, Power Point collections, and scholarship information. Also found on the website are e-mail addresses for administrators, faculty, and support staff and the school's daily bulletin *Patriot Points*.

C. Communication

Memos, daily absentee reports, and other information are communicated via school e-mail.

Recognizing that educational progress can be compromised by absenteeism, JCHS's attendance secretary attempts a daily phone call to each absentee's home.

WJCH is the "in-house" television station operated by students with faculty advisors. Students present daily announcements, recognize students' competitions and achievements in various clubs, and highlight student-community campaigns and athletic events. WJCH is now accessible via the internet.

Patriot Parents, a school newsletter, is mailed quarterly to each student's home. The newsletter contains information about grade card distributions, scheduled parent-teacher conferences, and other school events.

Additional examples of communication are a faculty bio-book *Who's Who at JCHS*, the school newspaper *The Patriot Press*, and the yearbook, *Spirit of* (year of publication).

D. Project Graduation

Project Graduation, held at Carson-Newman College, is designed to give graduating seniors a safe place to celebrate. Parents and faculty volunteers organize this event

and collaborate with community agencies and businesses for door prizes, food, and financial support, and serve as chaperones.

E. Internships

Clinical internships are available to qualifying health science students. The internship is a nonpaying health care community experience. Students serve an internship in a hospital, nursing home, rehabilitation center, medical office, or other health care facility, where they are supervised and monitored by other health care personnel and the classroom teacher.

Health Care Technology Cooperative course credit is available for students who have completed and are enrolled in health science courses and who can be gainfully employed in a related health care position.

The Youth Leadership Class at JCHS is unique in that it works in conjunction with the Jefferson County Chamber of Commerce, offering the study of and interaction with government, business, agriculture, health care, education, social services, and community services. Students develop leadership skills by observing and interacting with local agencies.

Service Learning is a program in which students develop knowledge and life skills while providing assistance in community programs. Students perform direct service to over twenty community agencies.

Marketing Cooperative is designed for the integration of the marketing curriculum with on-the-job training. Students report to job sites as part of their classroom course credit.

Practical Applications in Teacher Training is a collaboration between JCHS and the seven county elementary schools. Seniors who desire to enter the teaching profession are placed in elementary classrooms to teach classes and to work individually with students. Prior to being placed in classrooms, students are instructed in aspects of classroom management.

Work Based Learning is a program offered by several departments. It allows students to earn credit hours in a related course by providing a practical real-world experience. Students are placed in area businesses and assigned a mentor to guide them to specific educational objectives. The progress made by the student on the job site is considered when the grade is issued for the related course of study. Academic disciplines that offer work based learning are Trade and Industry courses, Special Education, and Family and Consumer Science.

Suggestions for improving collaboration include grouping teachers by departments so that communication is improved and requiring departmental meetings with mandatory attendance. Collaboration among administration, instructional staff, and stakeholders at Jefferson County High School provides an invaluable means for student

success. JCHS's effectiveness as a learning community is greatly enhanced by these collaborations.

EVALUATION OF THE DECISION-MAKING PROCESS

There are two components to decision-making for JCHS: internal and external. Both components are designed for the advancement of the student and the betterment of the learning environment.

I. Internal Governance

The internal governance at JCHS includes policies and procedures created by the administration, faculty, and/or students. Most internal governance policies are the responsibility of the administration. However, faculty and student input is solicited and considered. In the 2004-05 school survey, 45.7 percent of responding faculty agreed with the statement, "*The administration includes student input in decisions that directly affect them.*" In the same survey, forty-one percent of responding faculty agreed, "*I can talk with an administrator with ease.*" Examples of administration policy decisions include the areas of teacher scheduling, fundraising, field trips, and student behavior rules. Administration's decisions are communicated by general faculty meetings, department chair meetings, and school e-mail

Emergency communication is carried out by a response team comprised of teachers, administrators, and support personnel. This team is responsible for communicating administrative information to the rest of the school during an emergency or crisis. It provides clear communication to the school when regular forms of communication are deemed inappropriate by the principal.

Administration communicates to students by class meetings that are held at the beginning of and as needed during the school year. Student handbooks, which are distributed to each student at the beginning of each school year, contain a calendar noting grade card distributions, holidays, and other important dates. Students are encouraged to organize their time by using the handbook as a daily planner for assignments. School-wide morning and afternoon intercom announcements provide additional information to students.

The Student Council at JCHS, composed of eighteen student representatives, provides a forum for student expression, promotes the general welfare of the school, fosters a feeling of cooperation between the students and faculty, and represents JCHS with a standard of dignity, honor, and responsibility. The Student Council oversees the appointment of the four adjunct student representatives to the Jefferson County School Board.

Individual departments are responsible for textbook adoption and curriculum development for compliance with state guidelines. Each department determines the frequency of its meetings. In the January 2005 *Parent Opinion Survey*, sixty-three percent of participants strongly agreed/agreed, "*The curriculum of this school meets the needs of the entire student body.*"

A. Strengths of Internal Governance

The leadership, management, and problem solving abilities of the administration are recognized and appreciated. Their availability to faculty, students, and stakeholders is acknowledged. The January 2005 *Parent Opinion Survey* revealed seventy-nine percent of participants strongly agreed/agreed, “*Administration at JCHS treats my child fairly.*” The same survey reflected seventy-four percent strongly agreed/agreed, “*Procedures are in place for me to communicate easily with school personnel.*”

B. Limitations of Internal Governance

Balancing the constant demands of time from faculty, student, and stakeholders can be challenging for the administration. The January 2005 *Parent Opinion Survey* reflected fifty-five percent of respondents who strongly agreed/agreed, “*School rules are enforced equally to all students.*” The *JCHS Opinion Survey*, Spring 2005 reflected 50.5 percent of faculty responded to “*JCHS discipline policies are fair.*” The same survey reflected a faculty response of 45.7 percent to “*Teachers typically develop school policies.*”

II. External Governance

The external governance of JCHS includes federal and state mandates, laws and policies that govern and impact all aspects of the school’s administration and environment, including testing procedures, structures, policies, and curriculum guidelines. Also included are those policies and procedures established by the Jefferson County School Board. This component provides the guidelines for JCHS’s operations.

In the 2004-05 community survey, 57.1 percent of the respondents felt that the stakeholders’ opinions were considered when important school decisions are made.

Students at Jefferson County High School have the unique experience of being part of internal and external governance. The student body elects four seniors to become adjunct members of the Jefferson County School Board. They attend each Board meeting, but they have no voting rights. During the 2003-04 school year, a committee of administrators, school board members, and two students from each class at JCHS developed an updated dress code for JCHS, which was adopted for the 2004-2005 school year. In the 2004-05 survey, fifty percent of the staff felt that students contributed to decisions that directly affected them.

A. Strengths of External Governance

Mandated programs, monitoring, and reporting can help identify problems and issues. The research associated with such programs can bring approaches and ideas to a learning environment and help to identify successful practices in education.

B. Limitations of External Governance

External governance can require compliance deadlines and details which prove challenging to meet by local school systems. Details can be unclear in their expectations and requirements. Teachers are asked to comply with decisions and programs that are not clearly stated, understood, and/or funded. Some programs, such as NCLB, are imposed without input from the local school.

The internal and external governance of JCHS complement each other, providing a balance for decision-making and policy implementation. Effective leadership is recognized in the January 2005 *Parent Opinion Survey* which reflected seventy-seven percent of participants strongly agree/agreed, “*For the most part, I am satisfied with Jefferson County High School.*”

Resource Allocation - Jefferson County High School

Total per pupil expenditure is \$6,669, which falls below the state average by \$800 and below the national average by \$2,907. Of these funds, 27.5 percent was obtained from local taxation, 60.0 percent from state allocations, and 12.5 percent from federal sources.

In the school is a total of 615 computers, used in various ways to enhance instruction.

Each teachers receives \$180 for classroom supplies from the county to purchase expendable items.

Department	Resources	Student Fees	Other	Utilization	Connection to School Improvement
Achievement Center & Writing Lab	county technology budget	0	budget requests from county	8,500 computer users per yr.	Allows Internet, word processing, class-related software uses
Athletics	gate receipts, fundraising	some uniform purchases	parent volunteers	equipment, uniforms	Promotes intra and inter athletic participation
Band	Boosters, fundraising	\$15 per student; instrument costs	parent volunteers	instruments, uniforms, adjunct faculty	Provides performing arts participation
Business	donations via county businesses	\$10 - \$15 per student	guest speakers	computer uses, field trips	Provides Internet and software access
Chorus	fundraising	\$15 per student	\$9000 county, parent volunteers	competitions, field trips, music, props	Provides performing arts participation
Drama	donations via individuals & businesses	\$15 per student	guest speakers, demonstrations, workshops	costumes, props, consultants, special effects	Contributes to campus and community performing arts
English	none	\$10 freshman; \$6 others	guest speakers, guidance counselors	paper, games, books, videos, equipment	Enhances communication, academic skills; introduces work and education choices
Foreign Language	fundraisers	\$10 per student	budget requests from county	workbooks, audio materials, field trips	Promotes cultural participation and appreciation
JROTC	fundraisers, Army	0	guest speakers, technical support personnel	technical equipment	Encourages decision-making, respect; teaches life skills
Math	\$9000 in BEP funds	\$5 - \$10 per student	guest speakers	calculators, books, batteries, math contests, conferences	Improves problem solving and technical skills; increases academic performances
Media Center	ADM money, Title VI money, donations	\$5 per student	art exhibits	books, magazines, A/V materials, service agreements, security	Provides current and past reading, research materials; supplies internet access; provides media equipment for use
Physical Education	uniform sales: \$15 per student	\$5 per student	guest speakers	equipment, uniforms, A/V equipment	Promotes healthy life-choices, life-skills
Science	grants, fundraisers	\$3 - \$10 per student	budget requests from county	lab supplies, equipment	Improves academic performances and technical skills
Social Studies	none	\$2 for government students	guest speakers	magazines	Increases academic performance; promotes recognition and appreciation of cultural differences
Special Education	donations	0	WIA program, guest speakers, job interviewers	stove, cabinets, washer, dryer, sink, groceries	Improves life-skills, academic preparedness; provides work-based learning
Visual Arts	grants	\$15 - \$25 per student	budget requests from county	consumable art supplies; purchase, update equipment	Provides technology; promotes artistic expression
Vocational	federal, state money	\$10 - \$55 per student	guest speakers, Perkins restaurant, local hardware store	field trips, equipment, consumables, staff development	Updates teachers; improves life and employment skills; provides current technology

CURRICULUM ANALYSIS AND SUPPORT

One of the major purposes of Jefferson County High School's processes for curriculum analysis and support is correlation with the State Department of Education's standards. The ultimate goal is a quality education for the students of Jefferson County High School and recognition from the county's stakeholders that JCHS meets the educational needs of the community.

I. Data Analysis

English and math scores from middle schools are reviewed for appropriate placement of incoming freshmen in English, math, foreign language, and science courses.

State mandated End of Course tests are administered in English 9, Foundations II, U.S. History, and physical science to provide data concerning student performance. Scores are converted into grades that are factored as fifteen percent of a student's final course grade. State mandated Gateway tests are administered in Algebra I, Biology I, and English II. Data for these scores can be found in the data section of this report. The percentages of positive scores provide data that JCHS' curriculum is in alignment with state standards. Any student not passing a Gateway exam is offered intervention.

The rubric for the state-mandated writing assessment, given to all juniors, provides insight for English teachers in preparing students for graded writing tests. This score tracks the student and becomes the first grade in the senior English class.

With the implementation of a reading specialist for the secondary level, initial reading screenings were performed in English classes followed by intense assessment. Data on student reading levels will continue to be collected.

Vocational and business departments monitor job market studies to insure vocational classes are teaching those in-demand skills for workforce entry by JCHS students. In addition to monitoring the job market, students in vocational classes participate in regional, state, and national competitions.

In disciplines in which there is no uniform, across-the-board method of analysis, teachers are responsible for developing comparison methods. Areas affected include band, chorus, drama, visual arts, and forensics. In these, students enter regional competitions. Some advance to state and national competitions.

In the physical education department, data are collected, analyzed, and evaluated. In addition to the President's Physical Fitness Test, rhythm, walking, keeping score in different sports, and timed tests are administered. Body Mass Index (BMI) and body fat are recorded. JCHS' sports training class is recognized as the only strength and conditioning program in the district. In its first year, seventy-four students tested. Eighty-five percent passed at level three, the highest performance level.

II. Correlation to State Standards and Benchmarks

Each teacher at JCHS has access to his/her state curriculum framework posted on the State Department of Education's website.

Vocational teachers maintain a competency report on each student. These competency sheets list each state mandated skill for that area which students are to master. Each JCHS vocational course meets or exceeds the standard.

JCHS has the PLATO computer program, which correlates to Tennessee Gateway Test Standards for Algebra I, biology, and English II. PLATO can serve as a supplement and a complement to regular classroom instruction.

III. Curriculum Alignment within the School and to Feeder Schools

JCHS is the only high school in Jefferson County. The high school is fed by four middle schools. The guidance staff at JCHS provides each feeder school's counselor with grade requirements for proper placement of entering students into classes. JCHS's counselors also conduct information and registration sessions with middle school students and parents. The chorus and band departments at JCHS conduct try-outs and placement of middle school students as participants in those programs.

Recognizing the importance of communicating with the feeder schools, a county curriculum committee is needed to establish a continuity and building of disciplines. Planning and maintaining this curriculum alignment will be an asset to the learning environment.

Curriculum alignment within the school is recognized through the publication of prerequisites in the Student Curriculum Guide.

IV. Articulation and Communication

JCHS has an established mentor program, pairing an experienced teacher with a new teacher. Consideration should be given to future mentors being in the same department as the new teacher to ensure better communication regarding course goals.

Vocational teachers prepare and have available competency sheets for students' courses. These provide a reference to students having met curriculum goals.

The JCHS Special Education Department provides modification sheets to regular teachers. These sheets are provided early in a course and include guidelines for a student to meet curriculum goals and to fulfill the requirements of the student's Individual Education Plan. Additionally, regular teachers submit a progress report once per month on each special student. Teachers can also request additional meetings with parents. Regular teachers are invited to IEP meetings to review a student's progress and help decide future class assignments.

Teachers are required to be available during all designated parent-teacher conference hours. These are held once per semester during the evening as a convenience for the working parent.

Each spring, students are given a curriculum guide to use in choosing courses. The guide is an inclusive publication reflecting requirements based on a student's intended path for graduation. Graduation paths are technical, college, or combination. Additionally, at the beginning of each school year, students receive a handbook, containing rules, procedures, and important dates.

V. Ongoing Monitoring and Adjustment of Processes and Programs

JCHS maintains high expectations regarding students' successes. Demonstration of this commitment is seen in teachers' offering individualized tutoring, before or after school or during morning break. In the spring 2005 *JCHS Opinion Survey*, 69.5 percent agreed, "*Teachers expect students to achieve and succeed.*" Teachers provide timely feedback to students for improvement from tests, practices, or other course grades. Test preparation is offered for the ACT, SAT, and Gateway. Ninth grade students take the state end of course exam in English, Math Foundations, Algebra I, physical science, and biology. In the spring 2005 *JCHS Opinion Survey*, fifty-nine percent of the faculty agreed, "*To meet the needs of my students, I use the results of student assessments to modify and adjust teaching strategies.*"

The programs and processes at JCHS are designed for students' successes with continual curriculum analysis and support. Quality of curriculum, programs, and faculty contribute to making JCHS a quality school. In the spring 2005 *JCHS Community Opinion Survey*, seventy-four percent of respondents agreed, "*Jefferson County High School offers a comprehensive program of studies.*"

INSTRUCTIONAL ANALYSIS AND SUPPORT

Jefferson County High School has many programs and processes in place for instructional analysis and support. The programs and processes serve to strengthen the instructional system and support students learning. JCHS uses data analysis from attendance reports, dropout reports, and failure rates to assess student needs and course placement.

I. Data Analysis

Data analysis is especially helpful in regard to incoming freshmen. JCHS has researched and collected data to support the idea that incoming freshman face a multitude of "road blocks" when coming into a large learning environment. Administrators and teachers researched and visited various freshman programs in schools across America. After faculty and community surveys, discussions, and support, JCHS created a freshman program within our school to support academic success. Since the program's beginning, data analysis shows a fifty percent decrease in English 9 failures. This decrease resulted from a change in instruction techniques as well as instruction time, both of which have shown to be best for students.

II. Research Based Strategies

Research based strategies are used to improve teacher instruction at JCHS. In-service training sessions are held during the school year to acquaint teachers with new trends in education and implementations of these trends. Additionally, technology instruction and updates provide a valuable tool for improving teacher instruction.

III. Adaptation for Students

JCHS is a comprehensive high school that adapts to meet the educational needs of all students. Course offerings include college level classes with dual credits, Advanced Placement and Combined Studies, Honors classes, remedial classes, Individual Education Plans, vocational classes, and electives. New courses are added yearly. Clubs, extra-curricular activities, and field trips also serve as learning experiences for students.

JCHS operates with a four-block schedule. Block scheduling works well for some disciplines, not so well for others. Changes have been made in order to utilize time more effectively. Ninth graders have English 9 for a full year instead of one semester. This change has made a significant difference in student progress. Some ninth graders take Algebra I for a full year. Students in Advanced Algebra I are on a flex schedule with students in Advanced Physical Science. They alternate days. Students in Algebra A/B have algebra every day all year. Students in fundamental math and science classes are on a divided period schedule. They change teachers in the middle of the period every day and have forty-five minutes of math and forty-five minutes of science each day. These changes have contributed to more efficient use of time.

IV. Staff Development

JCHS adheres to staff development as established by the Southern Association of Colleges and Schools (SACS). Each teacher's personal growth record is documented in a notebook located in the counseling office.

V. Monitoring and Adjusting

There are systems in place to monitor the school's effectiveness and adjust as necessary. Administrators perform formal and informal teacher evaluations, in which they offer feedback to allow teachers to improve or change their teaching methods. Special education teachers, parents, and regular education teachers compile an IEP for each qualifying student to meet his or her educational needs. Special education teachers and regular classroom teachers dialogue regularly concerning effective instruction and student performance. The teacher evaluation process required for Advanced Placement teachers as well as student scores on the Advanced Placement exams evaluates Advanced Placement courses. Guidance reviews the graduation rate, Gateway scores, ACT and SAT scores. An English as a Second Language teacher meets regularly with students to monitor their progress. The ESL teacher also helps the classroom teacher adjust and modify instruction for students. Teacher responses in the *JCHS Opinion Survey-Spring 2005* reflect 52.4 percent agreeing, "*Varied teaching/learning activities are provided to*

all students to increase their learning.” Additionally 66.7 percent agreed, “*Students have access to numerous resources to help them succeed in learning.*”

Each of the programs and processes exists to enhance the instruction at JCHS. The instructional analysis and support are valuable components in providing for overall successes.

Component 5: Action Plan Development

Committee Members

Brandy Arnold, Social Studies, Co-chair
Pat Wilder, Mathematics, Co-chair
Andrew Alder, Mathematics
Justin Anderson, Driver Education
Jordan Batey, Student
Don Cason, Parent
Aimee Cogdill, English
Bruce Davenport, Counseling
Phillip Easterly, German
Sheila Evans, CCP and Service Learning
Gordon and Rene Conklin, Parents
Bill Hickman, Counseling
Ron Howard, Marketing
Rusty James, Assistant Principal
David Jones, Community Member
Dan Jurek, CPR
Mary Cay Khiel, Business
Donna Knight, Media Center
Luther Lewis, JROTC
Deborah Livingston, Science
Annette Loy, Art
Lauren Lyke, Student
Adam Martin, Agriculture
Heather Martin, Family and Consumer Science
Bryan McCampbell, English
LeAnn Mottern, Community Member
Paul Moody, Marketing
Jennifer Moore, Bookkeeper
Teresa Nolen, English
David Noonkesser, Social Studies
DruAnna Overbay, English
Linda Phipps, Wellness
Tina Reed, Transitional Life Skills
Claude Rife, Parent
Kelly Shipe, Chorus
Jim Smith, Mathematics
Chris Smoot, Physical Education
Ron Taylor, Media Specialist
Dr. Sharon Teets, Community Member
Randy Turley, Masonry
Chris Vineyard, Mathematics
Annie Watkins, Athletic Secretary
Chip Watkins, Science
Matt Watts, Special Education
Billie Yardley, Drama

Collaborative Process

Nowhere in the process of the school improvement plan is collaboration more evident than in the development of the action plan. Working in conjunction with all other committees, the action plan committee used input from those committees to formulate the action steps that will lead to the actual improvement of the education process of the school.

At the initial meeting of the action committee, an overview of the task ahead was presented. It was agreed that the development of clear, concise goals with accompanying action steps was crucial to the success of the school improvement process. The committee also agreed that input from parents, students, and community members should be considered in this development. Names were solicited from action committee members for these positions.

The committee met with Shirley Underwood, a consultant on the SACS evaluation process. After further clarification of the task ahead, committee members were encouraged to talk with colleagues, neighbors, business associates, and other interested parties concerning goals for the improvement of Jefferson County High School. They were to bring ideas from these informal contacts to the next meeting.

At that meeting, the chairs from the other SACS committees informed the action committee on the process and findings of their respective committees. From this information and the information gleaned through informal contacts, two major goals emerged: (1) increasing the graduation rate at JCHS and (2) increasing academic achievement in all students. Those present were asked to give some thought to the action steps required to achieve these goals and to bring these ideas to the next meeting. To help in this process, smaller subgroups were formed. These subgroups were to discuss these issues and formulate a written report to share with the larger committee.

The subgroups gave their reports, and after much discussion, action steps were agreed upon. The co-chairs of the action committee brought the goals and action steps to the leadership team for further refining and solidifying. Using input from the leadership team, the goals and action steps were finalized; and the findings were presented to the faculty in a PowerPoint presentation during the last week of the school year.

In the fall of 2006, the action committee evaluated the progress that had been made on the goals addressed in the school improvement plan. As data was collected and analyzed by other committees, the action committee and the leadership team incorporated the findings into new and slightly modified action steps for the goals. These goals will be shared with all stakeholders.

“It takes a village to raise a child” is a phrase heard frequently in our society. A parallel to that is “It takes a community to improve a school.” For school improvement to occur, students, parents, community members, administration, faculty, and support personnel must work together. The goals and action steps formulated by this committee reflect that philosophy.

Action Plan – Goal 1

Desired Result for Students:

Increase graduation rate

Goal Statement: The graduation rate for Jefferson County High School will increase by 1.2 percent each year for the next four years.

Rationale: In the 2003-04 school year, the JCHS graduation rate was 85.2 percent, 4.8 percent less than the Tennessee mandated score of 90 percent. In light of this statistic and because a high school diploma is vital to success in life, increasing the graduation rate was seen as an important goal for our School Improvement Plan.

Research offers many strategies that encourage the attainment of a high school diploma. Among these are

- Connectedness to the high school and the larger community
- Early intervention for students exhibiting a lack of success in academics, social settings, attendance policies, and behavior standards
- Parental involvement

In light of this research, the following action steps are offered.

Goal 1: Increase Graduation Rate

ACTION STEP	TIMELINE	ESTIMATED RESOURCES	RESPONSIBLE PERSON(S)	PROFESSIONAL DEVELOPMENT	ACTION STEP ASSESSMENT
<p>1. Initiate a pilot program for forty rising freshmen who have been identified from middle school as being “at risk” for graduation from high school. These students will be identified using grades, social factors, and a student’s “willingness to try.” Two math/science classes will be created with twenty students assigned to each class. Special attention will be given to helping students feel a sense of success and a desire to graduate from high school in four years. An effort to enlist parental support will also be a part of the program.</p>	<p>Initiate selection process fall 2005, then ongoing</p>	<p>Middle school recommendations</p> <p>Training of teachers to deal with at risk students (\$1000)</p> <p>Meeting with parents of identified students</p>	<p>A committee, appointed by Principal Dale Schneitman, to develop the specifics of the program.</p> <p>Committee composition should include two representatives from each of the four core curriculum areas as well as guidance counselors.</p>	<p>Workshops on strategies for working with at risk students</p>	<p>Classroom observations, lesson plans, student work</p> <p>Tracking students’ progress until graduation</p>
<p>2. Continue the pilot program identified above to include two academic courses during each of the sophomore, junior, and senior years to allow students who begin the program as freshmen to receive support in earning eight credits toward graduation.</p>	<p>Initiate fall 2006, then ongoing</p>	<p>Training of teachers to deal with at risk students (\$1000)</p>	<p>Aforementioned committee</p>	<p>Workshops on strategies for working with at risk students</p>	<p>Classroom observations, lesson plans, student work</p> <p>Graduation of students on time</p>

<p>3. . Institute a new “homeroom process” to facilitate more individualization in communicating school information, in giving curriculum guidance including course selection, and in providing other support activities to promote student success.</p>	<p>Initiate fall 2007, then ongoing</p> <p>Students will be assigned to a homeroom teacher and will remain with him/her until graduation.</p>	<p>Materials for initial set up of program (\$500)</p>	<p>Mitzi Good and all guidance counselors</p>	<p>Training for teachers in graduation requirements, course selection, and other needed duties</p> <p>Training to be given by the guidance counselors</p>	<p>Students will graduate on time</p>
<p>4. Initiate a work-based learning program for seniors. Participants will be employed outside school for one class period and enrolled in a job-related class in school. Visits to the job sites by school personnel will occur at least twice each semester.</p>	<p>Initiate fall 2005, then ongoing</p>	<p>Job placements</p> <p>\$500 for training</p>	<p>Assistant Principal and Vocational Director John Cagle, Vocational Guidance Counselor Greg Sharpe, employers in Jefferson County</p>	<p>Training for teachers in supervising students at work.</p>	<p>Evaluations by employers</p> <p>Graduation of students on time</p>
<p>5. Provide after-school tutoring for any students who need it.</p>	<p>Initiate fall 2006, then ongoing</p>	<p>Extended contract monies for the teachers who provide the tutoring</p>	<p>Mr. Ken Schetter and Mrs. Linda Noonkesser</p>	<p>None needed</p>	<p>Students who come to the tutoring session have improved grades in their area of difficulty</p>
<p>6. Provide in-house avenues for credit recovery for students who fail core classes.</p>	<p>Initiate fall 2005, then ongoing</p>	<p>Salaries for teachers in the credit recovery program</p>	<p>Guidance counselors and teachers</p> <p>\$500 for training</p>	<p>Workshop on helping failing students become successful</p>	<p>Graduation of students on time</p>

Action Plan – Goal 2

Desired Result for Students:

Improve student academic achievement

Goal Statement:

Scores on state-mandated tests will improve over the next five years.

- The percentage of students scoring advanced on Gateways tests will increase each year.
- The percentage of students scoring a minimum of four (4) on the Tennessee Writing Assessment will increase each year.

Rationale:

As part of the No Child Left Behind policies, test scores have taken on new importance in the educational arena. While JCHS faculty members are proud of student achievement on many state-mandated tests, there is room for improvement in all testing areas. In addition to the desire to help students achieve academic excellence in all courses, No Child Left Behind requires the percentage of students who must score at least proficient on the Algebra I Gateway Exam and the English 10 Gateway Exam to continue to increase until it is 100 percent in 2014. It is vital to provide teachers with the opportunity for professional development in each area of academic instruction and to provide teachers with the most recent teaching strategies.

The following action steps are offered as a means to improve test scores and encourage students to achieve academic excellence. With improved academic skills and knowledge, students graduating from Jefferson County High School will be better equipped to be successful in both post-secondary pursuits and the work force.

Goal 2: Improve student academic achievement

ACTION STEP	TIMELINE	ESTIMATED RESOURCES	RESPONSIBLE PERSON(S)	PROFESSIONAL DEVELOPMENT	ACTION STEP ASSESSMENT
1. Provide professional development in each discipline to enhance research-supported teaching strategies that foster student achievement.	Ongoing	\$1000 for consultant fees	Principal Dale Schneitman and department chairs	Workshops on teaching strategies	Classroom observation, lesson plans, student work
2. Distribute to teachers and students feedback on each state-mandated test taken. Teachers will utilize this information to strengthen any curricular weaknesses.	Ongoing	Reports from the state department	Bruce Davenport, Testing Coordinator	Workshop on interpreting test score reports	Modification of lesson plans based on score reports
3. Create a method for notifying parents when a student's grade in any class is in jeopardy. Teachers will be provided with note cards to complete for any student whose grade is dropping. Completed cards will be given to the student's counselor who will mail the note to the parents. Counselors will be able to see patterns in a student's academic progress and will intervene as needed.	Initiate fall 2005	Office supplies, including postage (\$500-\$800)	Guidance counselors Teachers of failing students	None needed	Decrease in number of failing students
4. Continue to provide teachers with training in strategies that use technology to foster student learning.	Ongoing	\$1000 for consultant fees	Faye Humbar, Technology Coordinator	Workshops on the use of technology in teaching	Lesson plans reflecting use of technology, student work

5. Provide school-wide review of writing techniques and a writing prompt once a month for all classes	Initiate fall 2005	\$1000 for training	Principal Dale Schneitman and English Department Chair Thelma Gann	Workshops on the teaching of writing across the curriculum	Improvement in writing scores on the eleventh grade writing assessment
6. Provide an intensive reading program (Reading 180) for a select group of entering freshmen who have been identified as reading below grade level	Initiate fall 2007	Grant monies from the Niswonger Corporation	English Department Chair Thelma Gann	Training for the teachers involved in the program	Students will improve their scores on a reading assessment given at the conclusion of the program

Overall Plan for Evaluating the Target Area Goals for Student Learning

Goal 1: Increase Graduation Rate

- The number of students transferring to the adult high school will decrease.
- The number of students with multiple failures will decrease.
- The graduation rate will increase by 1.2 percent each year for four years.
- All students in the pilot program as freshmen will graduate in four years.
- Students in the work-based learning classes and the credit recovery classes will graduate on schedule.
- Grades for students in the tutoring sessions will improve.

Goal 2: Improve student academic achievement

- The number of students scoring proficient on state-mandated tests will increase.
- The number of students scoring advanced on state-mandated tests will increase.
- The number of students eligible for Hope scholarships will increase.
- The number of students with multiple failures will decrease.
- Teachers' lesson plans will reflect teaching strategies and use of technology as a result of professional development activities.
- Reading assessment scores for selected ninth graders will increase at least one grade level

Component 6: The School Improvement Plan and Process Evaluation

Committee Members

Teresa Franklin, Mathematics, Co-chair
Thelma Gann, English, Co-chair
Teresa Adams, Business
Brandy Arnold, Social Studies
Will Brummett, Student
Millie Ellis, Community Member
Melanie Hodge, English
Linda Hodges, English
Shelia Kidwell, Registrar
Vic Niceley, Art
Susan Roach, Counseling
Dale Schneitman, Principal
David Seal, HVACR
Greg Sharpe, Counseling
Iris Trent, Science
Pat Wilder, Mathematics

Formative Assessment

Goal 1: The graduation rate for Jefferson County High School will increase by 1.2 percent each year for the next four years.

- Assessment instrument to be used – Assessment measures will include yearly graduation rate, failure data at the end of each nine weeks grading period, and average attendance rates.
- Data analysis procedures to be used – The yearly graduation rate will be compared to the state goal of ninety percent and to the graduation rate of previous years. At the end of each nine weeks grading period, failure rates will be analyzed based on grade level and course. Average attendance rates will be compared to those of previous years and to the state requirement of ninety-three percent. The attendance rate will be analyzed based on grade level.
- Pre-determined intervals for formative assessments – The graduation rate will be analyzed at the end of the first semester (projection) and again at the end of the year. Failure data will be examined at the end of each nine weeks grading period and at the end of the year. Attendance rates will be analyzed at the end of each month and at the end of the year.
- Long-term comparisons – Long-term comparisons will be made by comparing the graduation rate and the average attendance rate to the rates of previous years and to the state goals. Failure data will be compared to that of previous years.

Goal 2: Scores on state-mandated tests will improve over the next five years.

- Assessment instrument to be used – The Tennessee Gateway exams and the Tennessee Writing Assessment will be used to assess progress made on this goal.
- Data analysis procedures to be used – On all Gateway exams, the percentage of students scoring “advanced” or “proficient” will be compared to data from previous years and to the state’s percentage of students scoring “advanced” or “proficient.” On the Tennessee Writing Assessment, the percentage of students scoring “competent” will be compared to data from previous years and to the state’s percentage of student’s scoring “competent.” In addition the average scores on all state-mandated tests will be compared to previous years and to average scores for the state.
- Pre-determined intervals for formative assessments – Data from Gateway exams and the Tennessee Writing Assessment will be analyzed each year as information is provided by the Tennessee Department of Education. For Gateway exams, some data will be analyzed at the end of each semester as teachers receive scores for their classes.

- Long-term comparisons – Long-term comparisons of performance on state-mandated tests will be made by comparing test data to that of previous years and the state’s performance on the tests.

Summative Assessment

- Assessment instruments to be used – Based on the goals included in the Jefferson County High School School Improvement Plan and the fact that the progress made on these goals will be measured using data calculated by the Tennessee Department of Education, the assessment instruments used to evaluate progress will be yearly graduation rates, yearly attendance rates, student scores on Gateway exams, and student scores on the Tennessee Writing Assessment.
- Data analysis procedures to be used – As information is released by the Tennessee Department of Education, the data will be compared to data from previous years and to the state data.
- Long-term comparisons planned – As the comparisons are made on a yearly basis, the Leadership Team will review the results and discuss progress made on each of the action steps for the goals in the school improvement plan. If adequate progress has not been made, the leadership team, administrators, and the committees identified in the action plan will determine whether action steps should be revised or deleted if new action steps should be considered. If it is determined that new action steps are necessary, the leadership team will consult with the committee(s) identified in the action plan to research and develop new action steps and to present the action steps to the faculty.
- Plan for communicating goal attainment evidence to all stakeholders – As yearly progress is reviewed and revisions are made to the action plan, the results will be communicated to all stakeholders. Faculty members will be informed during faculty meetings and in-services. Data will be shared with parents, students, and other stakeholders through parent newsletters, the school newspaper, announcements, and open houses.

Evaluation of the School Improvement Process

- Communication plan for all stakeholders – All stakeholders will be informed about updates to the school improvement plan and school goals via staff meetings, newsletters, school website, e-mail, and assemblies. Members of all stakeholder groups (teachers, administrators, support staff, students, parents, and community members) serve on each of the six component committees and the leadership team.
- Plan for feedback – Feedback will be generated through parent-teacher conferences and open house. A survey of stakeholders will be conducted every two years as part of the school improvement plan update.

- Plan for implementation – A copy of the school improvement plan will be provided to each member of the leadership team and each administrator. In addition, a copy of the school improvement plan will be placed in all of the teacher work areas in the center of each pod. All staff members will be provided a copy of components five and six. Academic departments will meet to address curriculum strengths and weaknesses as related to the data from test scores. Teachers will continue to follow the state curriculum and pacing guides created by each academic department. Staff members will participate in professional development activities at intervals throughout the year. These activities will support the action plan.
- Debriefing activities – Academic department meetings will be held on a regular basis. Department chair meetings will be conducted to track progress made on the action plan. Parent-teacher conferences will be conducted bi-annually to discuss students' academic progress. Each teacher will make a minimum of twenty parent contacts each semester. Communication of the school improvement plan process evaluation will be shared with stakeholders via newsletters, the school newspaper, the local newspaper, assemblies, e-mail communication, the school website, and school-wide public address announcements.
- Plan for monitoring and adjustments – Student test scores on Gateway exams and End of Course tests will be evaluated each semester. School-wide writing assessments will be evaluated monthly, and the scores on the State of Tennessee Eleventh Grade Writing Assessment will be evaluated annually. The reading level of select students in the newly established reading program will be evaluated annually. Academic department meetings will be held to monitor curriculum and instructional concerns, and necessary adjustments will be made in an effort to improve students' academic achievement. The principal will review Gateway and End of Course test scores with each teacher. The graduation rate will be evaluated annually. The leadership team will analyze data and evaluate progress toward the goals stated in the school improvement plan. As a result of the evaluation by the leadership team and subcommittees, goals may be revised as needed; or new goals can be developed based on the school improvement plan evaluation process. In addition, programs in place may be discontinued and new programs created in order to enhance student achievement and progress made on the goals in the school improvement plan.

As the 2006-2007 school improvement plan was being developed, the stakeholders of Jefferson County High School worked together to create a plan that will be a guide to help JCHS reach its goals. As it is important to evaluate the school's effectiveness and to create a school improvement plan, it is also imperative that progress made toward achieving the goals be analyzed on a yearly basis. Under the direction of the principal and the leadership team, data will be gathered and analyzed on a yearly basis. Data will be updated each year so that progress can be measured annually. As the leadership team completes its yearly evaluation of the plan, pertinent information will be shared with faculty members and other stakeholders.

Through the self-study and the development of the school improvement plan, stakeholders have a better understanding of the strengths and weaknesses of Jefferson County High

School and the need to strive continually for improvement. As the creation of the school improvement plan has truly been a group effort, the implementation of the action plan will also require an effort by all stakeholders to achieve the desired results. By implementing the action plan and making adjustments based on yearly data, student achievement at Jefferson County High School should improve in the areas addressed in the goals.

Jefferson County High School

SCHOOL IMPROVEMENT PLAN
EXECUTIVE SUMMARY

Submitted by Dale Schneitman, Principal

As required by the Tennessee Department of Education, Jefferson County High School's principals and faculty are submitting the Executive Summary of our School Improvement Plan. The process for assessing our successes and areas which were not as successful included revisiting all components of the plan and involving all stakeholders.

While Jefferson County High School has experienced academic success in many areas, we face several challenges; and we realize that school improvement must remain a priority. After examining pertinent data, we feel that we have identified our strengths and areas to strengthen; and we have determined an action plan to address our major challenges. The executive summary and the formative assessment analysis have been directed by our leadership team, which consists of the following members:

Dale Schneitman, Principal
Teresa Franklin, Leadership Team Co-Chairperson
Thelma Gann, Leadership Team Co-Chairperson
Teresa Adams
Brandy Arnold
Will Brummett
Millie Ellis
Melanie Hodge
Linda Hodges
Shelia Kidwell
Vic Niceley
Linda Rippetoe
Susan Roach
David Seal
Greg Sharpe
Iris Trent
Pat Wilder

Executive Summary 1: Write a reflective summary of the school's previous TSIP and include the school's areas of success. Provide the data rationale and analysis for this reflection. How did you determine you were successful in meeting your school's goals and performance targets?

In 2004-2005 Jefferson County High School presented its Self-Study for School Improvement for acceptance. It was determined that the following goals be included in the Action Plan:

Goal Statement 1: The graduation rate for Jefferson County High School will increase by 1.2 percent each year for the next four years.

Several interventions were established to help JCHS achieve this goal. Upon review many of the interventions have been initiated and are ongoing. A program established in 2005 identified and grouped 40 at risk freshman based on TCAP scores from middle school, grades from middle school, social factors, and middle school teacher recommendation. The students were grouped in yearlong math/science team taught classes to provide continuity and to instill a sense of success toward graduating in four years. The school year ended with 36 of the original students, the decrease due to transfers. Next, the program continued in 2006 for this group of current sophomores, teaming English 10 and World History in a yearlong flex class. Additionally, counselors have conducted activities in the classes to encourage success and a sense of team for these students to make it to graduation. The year began with 48 students (additional students were identified based on freshman year academic performance); and after the first semester, five students were removed from the class. Since the five students were failing English 10, they were placed in a regular English 10 block class so as not to fall behind in credits. After the first nine weeks of the second semester, three of the five students were passing English 10. The impact of these action steps cannot be fully assessed for two more years, the projected graduation date for this group of students.

In an effort to retain students in their senior year, a work based learning program was initiated in the fall of 2005. Thirty-one students successfully completed the program during the 2005-2006 year and graduated on schedule. The thirty-one students represent more than five percent of the graduating class which met requirements on time. In Fall, 2006, an additional 17 students took advantage of the work based learning program.

Campus based tutoring and credit recovery are additional action steps established in the 2004 School Improvement Plan. Initially an action step was created to provide tutoring for any student who needs it, accessing peer tutors from clubs with teachers providing additional help for struggling students. Upon evaluating this process in 2005, it was determined that a faculty member could provide the greatest benefit for tutoring. In 2006 two staff members were made available for after school tutoring. This program has proven beneficial with over ninety students taking advantage of it.

In lieu of providing credit recovery at the adult high school location, campus based credit recovery was put into place in Fall, 2006. The initial plan targeted this program for implementation in Fall, 2005, but due to a lack of funding for teacher salaries this program was not begun until 2006. Teachers are providing credit recovery for the core classes of

English, mathematics, social studies, and science. Over 30 core credits have been recovered so far this year, ensuring on-time graduation for these students.

Goal Statement 2: Scores on mandated tests will improve over the next five years.

- *The percentage of students scoring advanced on Gateway tests will increase each year.*
- *The percentage of students scoring a minimum of four (4) on the Tennessee Writing Assessment will increase each year.*

It is vital to provide opportunities for professional development to teachers in teaching strategies and technology (action steps 1 and 4) in order to foster academic achievement. To that end JCHS faculty has access to four system wide professional development days per year, three school directed training days, and various departmentally driven programs. In addition the system wide technology center offers an average of eight courses per month for technology specific training. In 2005-2006 the four allocated professional development days included training on the writing assessment four-block method, Gateway subjects training, united streaming, and training on how to score the four-block writing assessment. Thus far in 2006, the professional development days (three of four complete) have consisted of writing assessment training, classroom strategies, and legal issues. Based on teacher survey, 59 percent of teachers use technology in the classroom daily and many more access the computer labs. In 2005 a third computer lab was added in the career and technical education building to promote additional access to technology for teachers and students. The computer labs are booked at least two weeks in advance any given semester.

Action step two calls for distribution of feedback to teachers and students on state-mandated tests. With the addition in 2006 of a new assistant principal responsible for testing, the fall Gateway scores have been distributed. Scores can be useful in placement for standard, intermediate, and advanced level courses. Modifications can also be made to lesson plans to accommodate areas of weakness within the subject matter. Gateway Algebra students increased scores in the advanced range from 52.8 percent in 2005 to 54.7 percent in 2006. On Gateway English II, 61.4 percent of students scored advanced in 2005, and that percent increased to 77.5 in 2006. Student scores in 2006 again topped 2005 in the advanced range for Biology Gateway with scores of 67.8 percent over 60.8 percent. For all end of course tests except Math Foundations, the percentage of students scoring in the advanced range increased from 2005 to 2006.

In an effort to notify parents when a student's grade in any class is in jeopardy, a form was created in 2005 to promote communication. Of the more than 200 contacts made in 2006, more than 60 percent of the students had earned a passing grade by the next grading period. Counselors and teachers confirmed an increase in parent communication with the school. One comment from the math department was that at the very least the student's behavior toward assignment completion changed even if the parent did not make contact.

To address the improvement on the Tennessee Writing Assessment, school-wide review of writing techniques and a monthly writing prompt were put into practice in 2005. Each department contributes to the writing prompts, and monthly writing prompts alternate

class periods so that students receive instruction and review from teachers in multiple disciplines. A monthly analysis is completed by student classification (freshman, sophomore, junior and senior) to determine where students are scoring on the 1 to 6 scale. The monthly scores have continued to increase since the program's origination. JCHS students increased the Tennessee Writing Assessment score in 2005 to 3.8, and in 2006 after a full year implementation of the writing program, scored a 4.3, well over the state average of 4.0 and the Value-Added mean predicted score of 3.9. JCHS will continue the monthly writing program.

Executive Summary 2: Write a reflective summary of areas where the school still faces challenges. Provide the data rationale and analysis for this reflection. Explain the rationale for these challenges using current data (include norm referenced test information, value-added information, and criterion referenced test information) in addition to data from the past two years.

A comprehensive examination and analysis of the available data suggest that Jefferson County High School faces the following challenges:

Goal 1: The graduation rate

For 2005 the graduation rate increased to 95.2 percent, and in 2006 the rate was 94.1 percent, both well above the Tennessee mandated rate of ninety percent. With the slight drop in 2006 and the impending federal goal of No Child Left Behind of 100 percent by 2014, graduation rate remains an area requiring ongoing attention.

The 2004 plan includes an action step of establishing a mentoring partnership program between faculty members and “at risk” juniors/seniors be initiated in fall 2006. This program was not instituted. After reviewing various mentoring plans and attending counselor workshops on mentoring and advising programs, it was determined that a more appropriate program would be to reinstate a “homeroom” class for all students of all grade levels. Every teacher in the building will be assigned a homeroom class. Students will be divided by alphabet and grade level. Each student will be in the same homeroom with the same teacher for his four years of high school. Groups of teachers will have support and guidance from the school counselor assigned to that part of the alphabet. Homeroom will meet on an as-needed basis to handle housekeeping duties, Homecoming nominations and voting, handing out grade cards, etc. Homeroom will meet at least once a month for thirty minutes and include such activities as the writing assessment, information and sign up for the ACT, the PLAN, and ASVAB; monthly calendar of events, Curriculum Guide distribution and information, and other items. Homeroom will provide an additional connection between students, teachers, and counselors for tracking student success.

The after school tutoring program was initially to be created using students from various clubs to provide the tutoring. After making a plea to club sponsors and students, it was realized that many students already provided tutoring through local church organizations and other students did not feel confident enough to provide tutoring in needed areas. In 2006 the tutoring is now provided by teachers. More than ninety students have taken advantage of the program. The number of students receiving tutoring falls below the target of at least twenty students per week. One noted approach to increasing attendance is through additional advertising. Currently there are flyers posted throughout the school, but a more concerted effort will be made to encourage teachers to advise students to seek tutoring when grades are in jeopardy. Parents will be notified through the parent newsletter and the school website. The number of students accessing tutoring will continue to be monitored as well as the publicity of its availability.

Goal 2: Improve scores on state-mandated tests.

In order to be considered proficient for No Child Left Behind in the writing assessment, a student must receive a score of 3, 4, 5, or 6. In 2005, JCHS Value-Added mean predicted score was 3.9; mean student score was 3.9. In 2006, the mean predicted score was 3.9; the mean student score was 4.3. Although students exceeded the mean predicted score for 2006, the writing assessment will continue to be focused upon to meet or exceed the mean predicted score and to increase the percent of students scoring the state mandated benchmark of 4.

Even though the percent of students scoring in the advanced range of the Gateway and end of course tests has increased, the goal specifies annual increases in the percentage. Therefore, it will continue to be emphasized. As for the Value-Added report for Gateway and end of course tests, JCHS continues to score above the predicted score but is not making significant gains in the 3-year average.

Additionally, observation has been made regarding reading levels of students. An initial screening of rising freshman reflects that 24 percent of the students are reading below grade level. This statistic coincides with the recent reading assessments administered to current freshman in which 25 percent scored below sixth grade level. This deficiency elicits an area of concern, and a new action plan has begun.

Executive Summary 3: Describe the change the school is making in the action plan to meet the challenges and provide data rationale for each change. Develop new goals and performance targets which address these challenges. (Refer to Component 5 of the school’s previous TSIP plan.)

Based on data discussed in Executive Summary 1 and 2, the major challenges at JCHS are graduation rate and scores on state-mandated tests. The following action plans will be modified or added to address the issues.

Goal 1: The graduation rate for JCHS will increase by 1.2 percent each year for the next four years.

Although JCHS graduation rate rose above the Tennessee mandate of 90 percent in 2005 and 2006 (95.2 and 94.1 respectively), the slight drop in 2006 remains a concern. Many strategies already in place will continue to be used and assessed for effectiveness. The following are new or modified strategies:

Strategies for Goal One	Rationale for Strategies
Establish a “homeroom” program, grouping all students with teachers and counselors for four years.	Students will have adult contacts to help them deal with problems that can provide roadblocks to graduation.
Provide after-school tutoring for any students who need extra help in any course or in preparation for any state mandated test. Faculty members will provide the tutoring.	Students will receive additional help in courses in which they are having difficulty. Additional focus will be placed on advertising the program to teachers, students, and parents.

Goal 2: Improve scores on state-mandated tests.

As part of No Child Left Behind regulations, test scores have taken on new importance in education. While JCHS faculty members are proud of the continued improvement of student scores, there is room for advancement in all testing areas. Many strategies already in place will continue to be used and assessed for effectiveness. The following are new or modified strategies:

Strategies for Goal One	Rationale for Strategies
Provide an intensive reading program for a select group of entering freshmen who have been identified as reading below grade level.	Student reading level and, more importantly, comprehension impact all aspects of learning at any age. The ninth grade year in high school is a critical one for success as students prepare for end of course and Gateway tests. Students will be assessed at the end of the year-long program for progress.

As the administration, faculty, and staff of JCHS work together to implement the action plan presented in the school improvement plan, the goals of improving graduation rate

and scores on state-mandated test can be achieved. JCHS takes great satisfaction in reviewing the plan and targets on an annual basis, making alterations to the plan as needed. Improving in areas addressed in the goals is essential not only for JCHS to meet the requirement of the State of Tennessee and of No Child Left Behind but for JCHS to continue to provide the best education possible to its student citizens.

The ongoing effort to review and modify the school improvement plan has been an impressive process. One of the major challenges in a school the size of JCHS is effective communication among all stakeholders. Revisiting the original faculty, student, and community member teams has proven most effective in the process. The process provided opportunity not only to update action steps and targets but to make changes to policy and procedures at JCHS which were indirectly impacted by this review. As the plan is implemented and its effectiveness evaluated, the JCHS community will continue to explore ways in which student achievement and the overall educational experience for all stakeholders can be improved.

Report of the Profile

Attachment 1	<i>School Profile (Used for Colleges and Universities)</i>
Attachment 2	<i>Profile and Collaborative Process Results (Based on Opinion Surveys given by Jefferson County High School)</i>
Attachment 3	<i>Faculty Survey and Results</i>
Attachment 4	<i>Student Survey and Results</i>
Attachment 5	<i>Parent Survey and Results</i>
Attachment 6	<i>Community Survey and Results</i>

Attachment #1: Official School Profile (as of December, 2006)

Jefferson County High School
115 West Dumplin Valley Road
Dandridge, TN 37725
865-397-3182
Fax: 865-397-4121
<http://jchs.jc-schools.net>
CEEB430-525

COMMUNITY

Jefferson County is located in the heart of the East Tennessee in the foothills of the Great Smoky Mountains. A rural area with a population of about 47,000, it is approximately 25 miles east of Knoxville. Major economic forces in Jefferson County include agriculture, manufacturing, and tourism.

SCHOOL

Jefferson County High School is a public school with approximately 2200 students enrolled in grades 9-12. The senior class of 2007 has a current enrollment of 461. The school is accredited by the Southern Association of Colleges and Schools.

MISSION

“To prepare responsible, productive citizens who are life-long learners.”

ADMINISTRATION

Principal: Dale Schneitman
Assistant Principals: Rusty James,
Nancy Ann France, Dr. Floyd Sharp,
John Cagle, and Judy Hickman.

COUNSELING

Stacie France, Bruce Davenport, Mitzi Good, Bill Hickman, Greg Sharpe, Susan Roach, and Cathy Whitson.

CURRICULUM

The comprehensive curriculum provides students with either a University or Technical option. Students have the opportunity to challenge themselves in several advanced and accelerated core courses (Math, English, and Science). AP courses are offered for Art, Biology, Calculus A/B, English, US Government, European History, Microeconomics, and Macroeconomics. Students have access to four foreign languages: French, German, Spanish, and Latin. The fine arts department includes visual, performance, choral, and instrumental options. The wellness program includes driver’s education, physical education, and sports training. The Career and Technical Education Department includes Agriculture, Auto Mechanics, Trade and Industry, Family Consumer Science, Cosmetology, Medical Science, Marketing, Business, and Computer Technology Courses. Comprehensive special education and English as a Second Language programs serve students with special needs.

GRADING

Honors standing is based upon semester grades through the end of seventh semester. Honors and advanced placement courses are not weighted.

A- 93-100

B- 85-92

C- 75-84

D- 70-74

F- below 70

X- Grade indicates a student did not receive credit for the course due to excessive absences.

GRADUATION REQUIREMENTS

Core Subjects		
Credits Required		
English I, II, III, IV	4	
Mathematics	3	
Science		3
US History	1	
Economics	½	
US Government	½	
World History/Geography		1
Keyboarding	½	
Wellness	1	
College or Tech Path Electives		3-4
	8 ½ - 9 ½	
TOTAL CREDITS		
	27	

University Path requirements: Algebra I, Algebra II, Geometry, one unit of fine art, and two units of the same foreign language.

Technical Path requirements: Four units in technical courses with a concentration area.

STUDENT ACTIVITIES

JCHS has an active Student Council and Patriots Events Council. In addition, JCHS supports a student newspaper, the yearbook, literary magazine, and television station. A wide variety of clubs and organizations are available to meet students' interests. Honor clubs include National Honor Society, Beta Club, National Technical Honor Society, and National Art Honor Society. Community service and special interests clubs include Key Club, Forensics, Fellowship of Christian Athletes,

Literary Society, Science Club, Mock Trial and 4-H. JCHS also offers a variety of vocational clubs, including DECA, VICA, BPOA, FCCLA, HOSA, and FFA.

AWARDS

- 1 National Merit Winner 2003, 1 Commended 2003 and 2004
- Science – 2 placed internationally for projects
- VICA – Sheet Metal state champion
- DECA – 2 national competitors
- Literary – WSCC regional writing competition, 3 winners in 2003 & 2004.
- Math- Carson-Newman Regional math competition.
- 3 “Teachers of the Year” honored – Subject area 2003 and 2004
- Asst Principal of the Year – 2005
- District Coach of the Year – Girls Softball
- Girls Softball 4th in State – 2003
- Football-District and Regional Champs- 2003
- Golf – Regional Champs – Girls – 2003/2004
- Golf- State Champs – Boys 2004
- Individual Boys State Golf Champ- 2004

POST SECONDARY EDUCATION

Approximately sixty-five percent of JCHS graduates pursue post secondary education immediately after graduation: 30 percent attend 4-year college 25 percent attend 2-year college 10 percent attend specialized schools

RECENT COLLEGE ACCEPTANCES

Baylor University	New York
Univ.	
Berea College	
Penn State University	

Carson-Newman College University	Princeton
Charleston Southern Univ. College	Roanoke
Cumberland College Samford University	
Davidson College Tennessee Tech. Univ.	
Duke University Tusculum College	
East Tennessee State Univ. State	Utah Valley
Elizabethtown College	US
Air Force Academy	
Emory & Henry College Tech.	Univ. of Adv.
Furman College Univ. of Chicago	
Gardner-Webb Univ. Univ. of Memphis	
Harvard University Univ. of Richmond	
King College Univ. of Tennessee	
Maryville College	US
Military Academy	
Middle TN State	US
Naval Academy	
Milligan College	

SURVEY RESULTS

Quality of Instruction: *Areas of Strength*

Teacher Survey	Student Survey	Parent Survey	Community Survey	Commonalities
<ol style="list-style-type: none"> 1. Appropriate programs meet student needs. 2. Students are prepared for the future and helped to solve personal problems. 3. Students are taught to cooperate with others. 4. Students are expected to achieve and succeed. 5. The needs of exceptional students are met. 6. A variety of activities for students are provided. 7. A variety of community involvement opportunities are available for students. 8. A variety of instructional strategies is used. 9. Job satisfaction rate is high (over 80%). 	<ol style="list-style-type: none"> 1. A variety of quality classes are available. 2. High quality teachers and staff make a positive impact. 3. Students are given the opportunity to learn important knowledge and skills. 4. Students feel motivated to do their best work. 	<ol style="list-style-type: none"> 1. Students are provided with reasonable amounts of home-work. 	<ol style="list-style-type: none"> 1. Teachers expect students to succeed in their classes. 	<ol style="list-style-type: none"> 1. High quality instruction is provided. 2. A variety of quality courses is offered.

SURVEY RESULTS

Quality of Instruction: *Areas To Improve*

Teacher Survey	Student Survey	Parent Survey	Community Survey	Commonalities
<p>1. The counseling department should be more effective in some areas.</p>	<p>1. Students do not see a connection between real life and coursework.</p> <p>2. Students do not feel that homework helps them to succeed in their studies.</p>	<p>1. Teachers need to use a wider variety of teaching strategies.</p>	<p>1. The community is unaware of the academic achievements of JCHS students.</p>	<p>1. Students do not see a connection between real life and their studies.</p>

SURVEY RESULTS

Support for Student Learning: *Areas of Strength*

Teacher Survey	Student Survey	Parent Survey	Community Survey	Commonalities
<p>1. JCHS supports parent/teacher communication.</p>	<p>1. Students are given an opportunity to choose classes.</p> <p>2. Teachers provide extra assistance.</p> <p>3. Students feel their work is graded fairly.</p>	<p>1. Teachers hold high expectations for student learning.</p> <p>2. Student work is consistently graded fairly.</p> <p>3. Students have access to an adequate media center.</p>	<p>1. JCHS recognizes achievement for all types of accomplishments.</p>	<p>1. Student work is consistently graded fairly.</p>

SURVEY RESULTS

Support for Student Learning: *Areas To Improve*

Teacher Survey	Student Survey	Parent Survey	Community Survey	Commonalities
<ol style="list-style-type: none"> 1. School facilities are inadequate for supporting the instructional program. 2. Instructional effectiveness is adversely affected by class size. 3. Frequent cheating is a problem. 	<ol style="list-style-type: none"> 1. Students need more school and community resources to help with homework. 2. Students do not feel comfortable speaking with a faculty member about a problem. 	<ol style="list-style-type: none"> 1. Teachers should give extra help when needed during class. 2. Teachers should be willing to give individual help outside of class. 3. JCHS should recognize student achievement for all types of accomplishments. 4. Facilities are inadequate to support the instructional program. 5. Textbooks and technology are inadequate/outdated. 	<p style="text-align: center;">NO AREA WAS NOTED.</p>	<ol style="list-style-type: none"> 1. Facilities are inadequate to support the instructional program.

SURVEY RESULTS

Environment for Learning: *Areas of Strength*

Teacher Survey	Student Survey	Parent Survey	Community Survey	Commonalities
<ol style="list-style-type: none"> 1. JCHS is sensitive to racial/ethical issues. 2. Curriculum is developed and modified as needed. 3. JCHS offers support to potential drop-outs. 	<ol style="list-style-type: none"> 1. The student body is diverse. 2. Students understand school rules. 3. Students feel JCHS is a safe environment. 	<ol style="list-style-type: none"> 1. Teachers and administration treat students fairly. 2. Counselors are available. 3. Students and faculty are treated without prejudice. 4. Cheating is strongly discouraged. 5. JCHS is safe and orderly. 6. School activities provide for a wide range of interests. 	<ol style="list-style-type: none"> 1. The community is satisfied with JCHS. 	<ol style="list-style-type: none"> 1. JCHS is sensitive to racial/ethical issues. 2. JCHS provides a safe learning environment.

SURVEY RESULTS

Environment for Learning: *Areas To Improve*

Teacher Survey	Student Survey	Parent Survey	Community Survey	Commonalities
<ol style="list-style-type: none"> 1. Students do not all feel that they fit in at JCHS. 2. Students do not expend efforts to learn what is taught. 	<ol style="list-style-type: none"> 1. JCHS is overcrowded. 2. Substance abuse is a problem among students. 3. The attendance policy is not fair. 4. There is a need for an auditorium at JCHS. 	<ol style="list-style-type: none"> 1. Classes are too large. 2. School rules are not enforced equally. 3. Alcohol and drug abuse is a problem among JCHS students. 	<ol style="list-style-type: none"> 1. Substance abuse is a concern. 	<ol style="list-style-type: none"> 1. Substance abuse among students is a problem/concern.

SURVEY RESULTS

Parent/School/Student/Community Relationship: *Areas of Strength*

Teacher Survey	Student Survey	Parent Survey	Community Survey	Commonalities
<ol style="list-style-type: none"> 1. Teachers are given adequate planning time. 2. The administration is supportive regarding discipline problems. 3. Principals treat teachers with respect. 4. Administrators are accessible. 5. It is easy to communicate with administrators. 6. The School Improvement Plan has been developed to enhance student learning. 7. Student attendance is critical for graduation. 	<ol style="list-style-type: none"> 1. There are adequate opportunities to participate in sports, clubs, and extra-curricular activities. 2. Students feel welcome to participate in activities. 3. LINK provides a positive introduction to JCHS. 	<ol style="list-style-type: none"> 1. There is clear communication between school and parent. 2. Procedures are in place for easy communication. 3. Overall, parents are satisfied with JCHS. 4. School rules are clearly communicated. 5. Parents feel welcome. 	<ol style="list-style-type: none"> 1. The community feels welcome at JCHS. 	<ol style="list-style-type: none"> 1. There is good communication between all stakeholders. 2. All stakeholders feel welcome at JCHS.

SURVEY RESULTS

Parent/School/Student/Community Relationship: *Areas To Improve*

Teacher Survey	Student Survey	Parent Survey	Community Survey	Commonalities
<ol style="list-style-type: none"> 1. Parents are not informed of school programs and routines. 2. Parents are not as supportive of programs and do not take active roles in their students' education. 3. Students have significant problems with substance abuse. 4. The dress code is not effectively enforced. 	<ol style="list-style-type: none"> 1. There is a need for more family/parent involvement. 2. Students lack a voice in decision-making process. 	<ol style="list-style-type: none"> 1. There is a need for more avenues for parent involvement. 2. Technology should be used more often to present information. 	<ol style="list-style-type: none"> 1. The Jefferson County School Board does not respond to the needs of the community. 2. The Jefferson County School System does not take community opinions into consideration when making policies. 	<ol style="list-style-type: none"> 1. There is a need for more parent involvement in the student educational process. 2. All stakeholder opinions should be considered in JCHS decision making.

