



JAMISON HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**351 E. BUSH STREET
LEMOORE, CA 93245**

LEMOORE UNION HIGH SCHOOL DISTRICT

March, 2018

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I: Student/Community Profile

School Description

Donald C. Jamison High School (JHS) is a continuation high school located in Lemoore, California. The community has 25,785 residents (2016 estimate) according to the U.S. Census Bureau. Incorporated in 1900, Lemoore's primary economic resource has historically been agriculture. In addition, Naval Air Station, Lemoore (NASL) contributes to the economic base of the City of Lemoore. The major employers in Lemoore include: Leprino Foods, the Tachi Palace Hotel and Casino, and nearby state prisons and agri-business.

JHS was established in 1991. Today the school serves the communities of Stratford, the Santa Rosa Rancheria, Island District (a rural area) and residents based at NASL. Enrollment at JHS includes students in grades eleven and twelve. JHS is proud to be a Model School, designated by the California Department of Education and the California Continuation Education Association, since 2010.

The academic year is organized into three twelve-week trimesters. The majority of students enrolled at JHS need to recover credit primarily from their freshman and sophomore years. The twelve-week trimester system works well for our students because they can meet their educational goals at a faster rate than the traditional semester system. The school day consists of six, fifty-nine minute periods. The longer class periods allow teachers to implement hands on project based assignments that correlate to the content and common core standards. The majority of our students are full day students, while others have a modified schedule based on their academic and/or personal needs. The schoolwide average teacher to student ratio is one teacher to approximately eleven students. The smaller number of students per class provides the opportunity for teachers to build strong working relationships in the classroom.

Faculty/Staff demographics

JHS has eight teachers on campus, including a Special Education teacher who is on campus for two periods each day. In addition, JHS contracts with Eminence for a counselor to be on campus all day for our Strategies for Success course. One teacher at JHS recently transferred from the comprehensive high school for the 2017-2018 school year. She is a veteran teacher with twelve years teaching experience. One teacher is in his third year at JHS and started teaching here immediately after his student teaching. One teacher is in his sixth year at JHS, with a total of 19 years teaching experience. The other four teachers have nineteen to twenty-six years of experience at JHS. All certificated staff are highly qualified in the content areas in which they teach. In addition to the teachers, JHS has a support staff that includes a registrar, attendance secretary, principal's secretary, counselor, student assistant and principal.

Jamison High School Teachers by Gender and Advanced Degrees:

Gender	Doctorate	Master's Degree	Bachelor's Degree
Female	0	2	1
Male	1	1	3

Jamison High School Teachers by Gender and Ethnicity:

Ethnicity	Female	Male
American Indian or Alaska Native	1	0
Hispanic or Latino	1	3
White (not Hispanic)	1	2
Total	3	5

Administrative Data

	Gender	Year in Current Role	Total Experience	Background Experience
Principal	Female	15	25	Assistant Principal / Physical Education Teacher

Counselor Data

	Gender	Year in Current Role	Total Experience	Background Experience
Counselor	Female	6	18	Counselor

Classified Staff by Gender and Ethnicity

Ethnicity	Female	Male
Hispanic or Latino	1	0
African American	0	0
White (not Hispanic)	2	1
Total	3	1

School Wide Title 1 School

Jamison High School is school-wide Title 1 school. According to the U.S. Department of Education, Title 1 funding:

“is designed to help students served by the program to achieve proficiency on challenging State academic achievement standards. Title 1 schools with percentages of students from low-income families of at least 40 percent may use Title 1 funds, along with other Federal, State, and local funds, to operate a ‘schoolwide program’ to upgrade the instructional program for the whole school.”

Title 1 funding received by JHS was approved by the School Site Council for use to purchase curriculum materials, update technology, provide professional development and/or hire teachers to teach supplemental courses for at-risk students.

According to the U.S. Census Bureau, the median household income in Lemoore is \$49,623 (2015) which is \$14,877 less than the median for California. Also, 15.9% of people in Lemoore are living at the poverty level which is slightly higher than the rate for California. Stratford, one of the communities served by JHS, has a median household income of \$22,401 and a poverty rate of 59.2%. During the enrollment process, parents and guardians complete the district lunch application to ensure that students who qualify have access to the free and reduced lunch program. Over the last three years, the free and reduced lunch rate at JHS has fluctuated between 71 - 96%.

School's Mission Statement

The mission of Jamison High School is to provide a quality education for students needing an alternative to a traditional high school setting. Jamison fosters the philosophy that all students can learn in an environment where they are valued and given differentiated instruction. The staff at Jamison is committed to preparing and supporting students to earn a high school diploma, compete in a competitive job market, and become productive and ethical members of their communities.

School's Vision

Jamison High School strives to become an innovator for continuation schools by providing students with a research based education to produce graduates with the academic, technological, and social skills to become integral parts of society.

School Motto

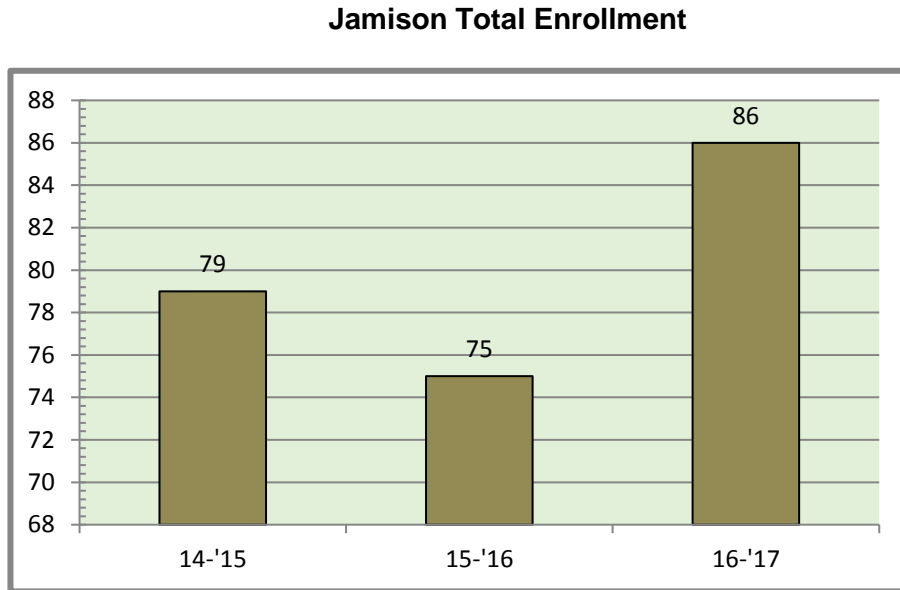
"Get on TRACK!"

Schoolwide Learner Outcomes

- | | |
|---|--|
| T | Technology – be proficient in state of the art technology |
| | ❖ Technology – be proficient in state of the art technolog |
| | ❖ Classroom Applications |
| | ❖ Graphic Design |
| | ❖ Multi-Media |
| R | Readiness – be ready for the next step |
| | ❖ Career Day |
| | ❖ Senior Portfolios |
| | ❖ Senior Exit Interviews |
| | ❖ College Preparation |
| A | Achievement – earn a diploma |
| | ❖ Credit Requirements |
| | ❖ Community Service |
| | ❖ Senior Exit Interviews |
| C | Citizenship – become involved in the community |
| | ❖ Senior Center |
| | ❖ Special Olympics |
| | ❖ Community Service |
| | ❖ Extra-Curricular Activities |
| K | Knowledge – demonstrate proficiency of the curriculum |
| | ❖ Common Core State Standards |
| | ❖ Summative & Common Formative Assessments |

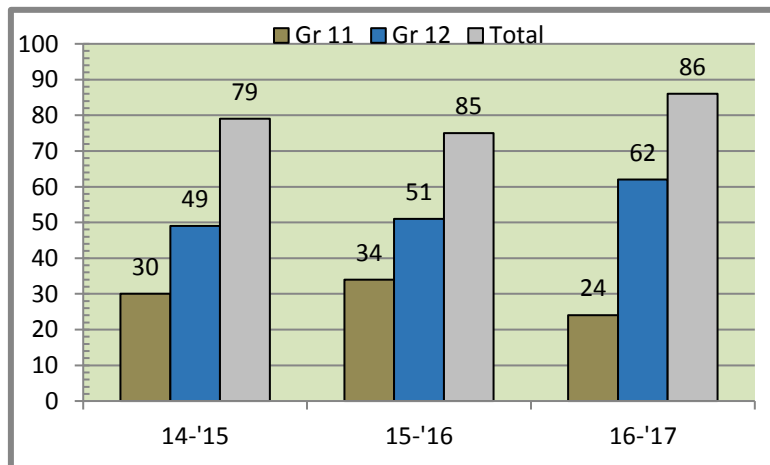
Student Demographics

Student Enrollment by Grade Level



Student Enrollment by Grade Level

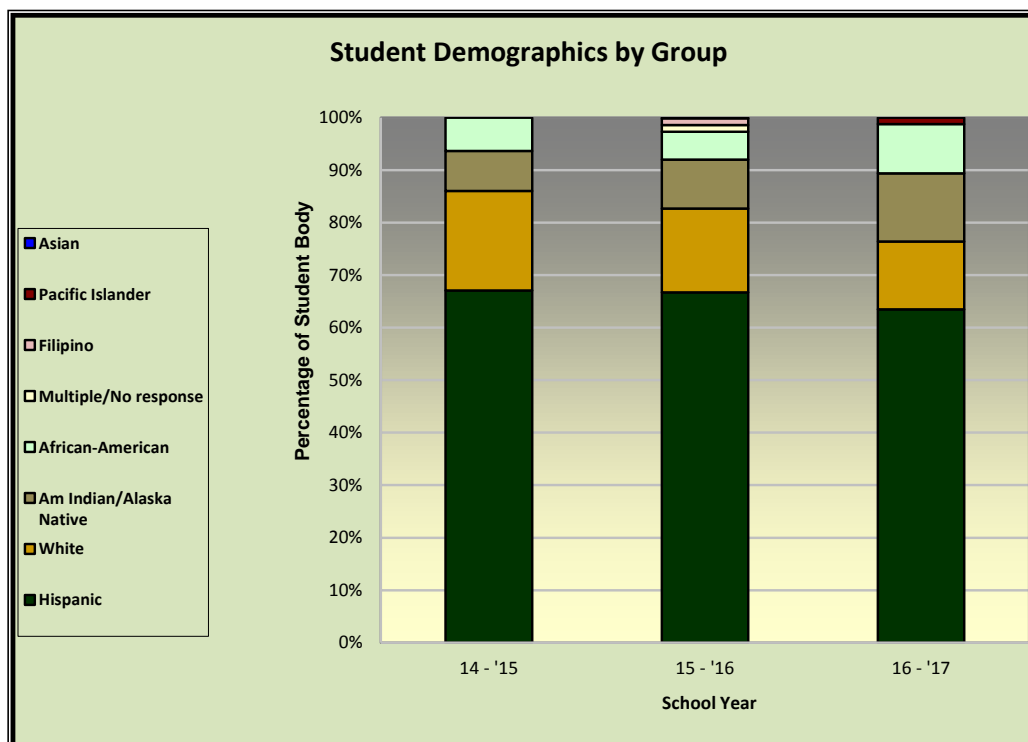
This table displays the number of students enrolled in each grade level at Jamison High School.



Student Enrollment by Demographic Group

This table displays the percent of students enrolled at the school who are identified as being in a particular sub-group. Jamison High School's main demographic group is Hispanic, with Whites second. Most of the students identified as American Indian are Tachi Yokuts who mainly reside on the Santa Rosa Rancheria.

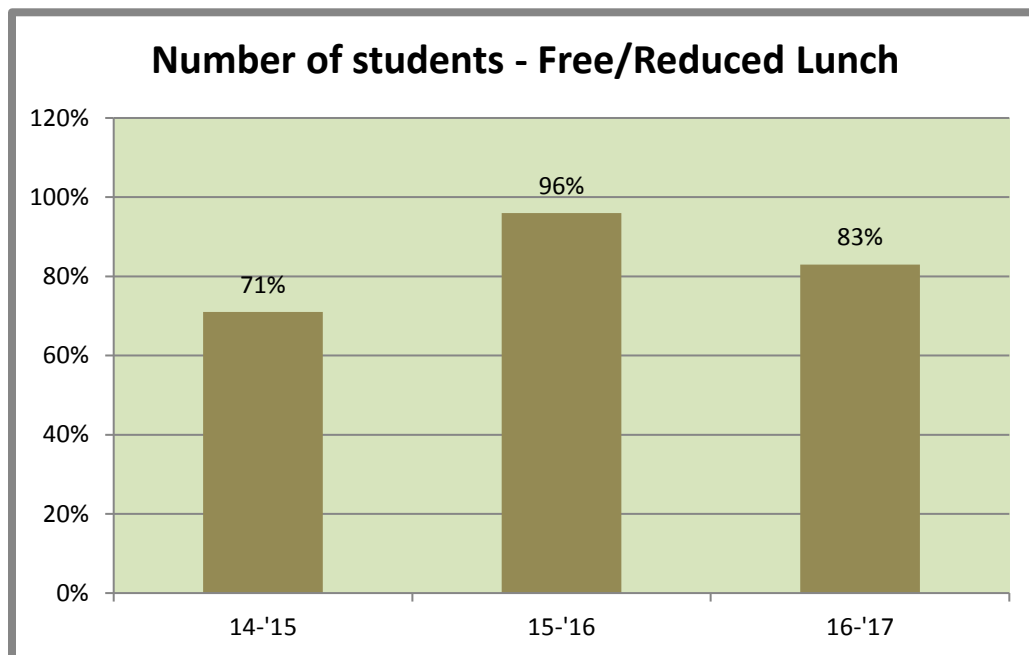
	2014-15	2015-16	2016-17
African-American	6.33%	5.3%	9.3%
American Indian or Alaska Native	7.60%	9.3%	12.8%
Asian	0%	1.3%	0%
Filipino	0%	1.3%	0%
White	18.98%	16.0%	12.8%
Hispanic or Latino	67.09%	66.7%	62.8%
Pacific Islander	0%	0%	0%
Multiple or No response	0%	.1%	1.2%



Language Proficiency Data Trends including EL, FEP, R-FEP

	2014-15		2015-16		2016-17	
Total Enrollment	79		85		86	
English Learners	19	24%	12	16%	13	15%
FEP	0	0%	0	0%	0	0%
ELD Redesignated FEP	8	10%	13	10%	12	14%

Free and Reduced Lunch Data Trends



Student Performance:

JHS has many indicators of student achievement. Overall, the staff and administration recognize the need to provide rigorous learning experiences that involve applying critical thinking skills to problem solving opportunities. Staff continues to focus on implementing the Common Core State Standards in English, Math, Science/NGSS and the Social Sciences. The emphasis is to continue to implement the Common Core State Standards (CCSS), to adapt to the Smarter Balanced Assessment Consortium (SBAC), and to replace the Standardized Testing and Reporting (STAR) program with the California Assessment of Student Performance and Progress (CAASPP) has been a major part of focus and professional development.

JHS has identified school wide literacy as an area of focus in the action plan. The STAR reading program is used as a measure to assess progress in student literacy. The STAR test is administered three times per year and data is collected at the end of the year. JHS uses the data to measure progress in literacy and make curricular decisions. In addition to the STAR test, teachers also analyze classroom performance indicators such as grades, essays, and class readings to determine whether gains in literacy have been made.

CAASPP System

The California Assessment of Student Performance and Progress (CAASPP) System includes the required assessments: Smarter Balanced Summative Assessments; and California Alternate Assessments (CAA's) for ELA and math, given in grade 11. The Smarter Balanced assessments are new computer based tests that measure student knowledge of California's English language arts/literacy (ELA) and mathematics standards. The California Science Test (CAST) will be administered to students in grade 12. These new assessments replace the former paper-based, multiple-choice assessments. Detailed information regarding CAASPP results can be found at <https://caaspp.cde.ca.gov>.

School Climate

School Safety Plan

JHS, as part of the LUHSD, has a School Safety Plan and Crisis Intervention Plan on file and available for parents as well as the general public. The school plans are reviewed and updated on an annual basis. The plan has been developed by the staff with input from parents and community members to work to ensure a safe and non-violent environment. The School Safety Plan also includes information on communication with outside organizations, police, and fire protection. Meetings are held regularly with the Lemoore Police Department, Kings County Probation Office and the Kings County Sheriff's Office to make sure that the line of communications are open and all involved know their role.

Additionally, practice drills (fire, earthquake, and lock down drills) are held periodically to make sure that students and staff understand what to do and where to go in the event of different types of emergency situations. Using the bell system, the school has created different tone qualities to alert staff and students of the type of emergency situations.

The district provides a Youth Development Officer (YDO) in partnership with Lemoore Police Department. The YDO comes to JHS at break and lunch time to provide supervision. Also, the YDO responds to any issues on campus.

The district employs the Kontraband Interdiction and Detection Services (KIDS) to check on student's and school property. KIDS bring trained dogs and enter classrooms to check student belongings for contraband. During the search, students exit the classroom with an administrator. KIDS dogs have also conducted a search in student bathrooms as a proactive approach to keeping our campus drug free.

School Discipline Practices

All JHS students attend an orientation before officially enrolling. This process includes an extensive introduction to the program offered at JHS. A PowerPoint presentation is given by the principal in group orientation. The PowerPoint highlights the high expectations for personal conduct at JHS and encompasses a schoolwide focus on how to be successful at JHS. In the case of a single student enrollment, the principal will cover the same items but in a verbal format.

JHS takes many steps to provide a safe and clean learning environment and to ensure trust, professionalism, and high expectations for all students. The administration and staff strongly believe that a clean, well kept campus will foster pride and ownership among students. The staff also believes that a student who feels safe at school will have an

enhanced opportunity to learn. A strong campus presence is one way the staff helps facilitate this belief. Teachers, office staff, administrator, and counselor are visible before/after school and during breaks. JHS also maintains strong relationships with Kings County Probation Officers and Lemoore Police who are present on a regular basis.

Another change is that JHS is in its third year of implementation of Positive Behavioral Intervention and Support (PBIS). PBIS, thus far, is having a positive on our school culture. We are hoping that the interventions and supports that have put in place will reduce disciplinary issues and will improve attendance, as well as improve the academic success of our students.

School Facilities:

School Facility Conditions and Improvements

JHS is located east of Lemoore High School and consists of ten portable classrooms/offices. In the fall of 2016, our campus was updated with fencing to enclose the entire school in order to ensure the safety of all staff and students. The main gate is opened prior to the start of each school day and is locked when the tardy bell rings for first period. As part of this project, our administration office was relocated to allow one access point onto campus once the main gate is locked. With this change, students, parents/guardians or visitors must check in and leave through the administration office during school hours.

There are several issues that still need to be addressed in relationship to the school facilities. Many of the buildings still lack proper screening on windows and the campus lacks the attention to keep it properly landscaped. JHS has a part-time custodian who has roughly five hours each day to see to the daily cleaning needs of the classrooms and office buildings. However, if the designated custodian is out or called to another district facility, our campus does not receive the needed services. Furthermore, sections that used to be concrete but were removed three years ago are still covered with gravel which means more debris is tracked into classrooms. The ventilation system in the building with the screen printing class has not been addressed since our last WASC visitation.

Measure L funds are being dedicated to a facilities renovation at JHS. The plans include a new Multipurpose room, a new Administration Office, two CTE classrooms and shade structures and landscaping. The renovation is also planned to improve the overall layout of the campus. Renovations are currently scheduled to begin at JHS in June of 2020 following the second set of bond sales.

JHS provides campus-wide Internet and network access. Each student has been provided a school email address to integrate students in online pedagogical systems like Google Classroom. Technology and curriculum have been further integrated with the

purchase of Chrome Books for all classrooms. This past summer, Measure L bond funds were utilized to completely replace fiber optic cables and network infrastructure. The new infrastructure provides service to every computer and Chrome Book more efficiently. A voice over IP system was added, replacing the previous antiquated analog phone system.

Accountability:

School Completion and Postsecondary Preparation:

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent four-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate (1-year)	22.4%	38.6%	31.4%	8.2%	9.2%	8.1%	11.5%	10.7%	9.7%
Graduation Rate	74.1%	57.9%	68.6%	89.3%	89.4%	90.3%	81%	82.3%	83.8%

Instructional Planning and Scheduling:

School Instruction and Leadership

JHS administration and staff are involved in the school decision-making process. The entire staff and administration meet weekly to evaluate the progress toward achieving school goals.

The curriculum at JHS has been designed around the Common Core and California content standards. English and math teachers began the transition to Common Core in 2012-13 and the social studies and science teachers started their transition in the 2013-14 school year. Teachers post and explain the learning objectives covered in each lesson throughout the school year. In doing so, the students can connect to the objectives being taught and understand the importance and connection to the annual Smarter Balanced Performance Assessment. The staff ensures that all students will be able to meet schoolwide expectations by designing lessons that address the varying learning modalities. The variety in lessons gives auditory learners, visual learners, and kinesthetic learners the opportunity to experience a rigorous, standards based curriculum while not feeling overwhelmed by the academic process. In the Common Core units of study in

English, science and social studies, lessons require students to conduct research to answer the essential questions.

JHS students are offered a variety of curriculum to meet their graduation requirements. In order to graduate, students must successfully complete 220 credits in the required and elective courses, complete forty hours of community service (or ten per year in district), and pass the Senior Exit Interview. Along with the core curriculum, JHS offers a variety of elective classes such as Criminal Law, Forensics, Independent Living, Drama, Art History, Multi-media, Leadership, Physical Education, Strategies for Success, and a Graphic Design and Screen Printing class called Jamison Enterprises. We also provide credit recovery classes designed to give students additional opportunities to earn credits needed to meet graduation requirements. A small student to staff ratio also provides students with the necessary attention for success. Student to teacher ratio is approximately eleven students for every teacher.

JHS appreciates the technological demands that will be placed upon students exiting high school. In order to prepare students for such demands, all classrooms are equipped with Chrome Books where students learn internet research skills needed to complete class assignments. JHS classrooms have LCD projectors, document cameras, SMARTBoards, and response clickers.

The administration and staff realize there are a variety of ways to present a rigorous curriculum while not making students feel alienated. In order to appeal to all students, the curriculum emphasizes group collaboration and hands on projects that are standards based. These projects include utilizing computers and Chrome Books for internet research projects and off campus study trips. Because the curriculum uses innovative and engaging lessons, all students in JHS have a viable option to master the curriculum.

For our progress report, we have had to confront important questions such as the ones listed below to ensure we are staying on track.

1. How can we embed literacy skills in all classrooms?
2. How do we incorporate technology as a learning tool while ensuring equity?
3. How do we spread and repeat strategies that are proven successful?
4. How can we prepare students to be ready for the Next Step?
5. How can we improve attendance?

As a result, we continue to invest our time and energy on improving our practices. Fortunately, we remain highly motivated as a team to continue learning and growing, so we can provide increasingly high quality education for all JHS students. We are excited about the future of JHS and our students.

II: Significant Changes and Developments

Since our full self-study in the spring of 2015 we believe the most significant changes and developments that have occurred at JHS can be grouped into the following:

Staffing

Curricular and Instructional Development

Technology Implementation

Extracurricular Activities

Interventions

Facilities

Staffing

In the 2017 – 2018 school year, Alternative Education was able to add a Student Assistant to our staff. The Student Assistant is primarily assigned to Lemoore Adult School. The position is part-time, and the primary function is to offer instructional assistance, as directed by administration. As time permits, he is also available to provide classroom support, one-on-one instruction, and behavioral redirection for students at risk of more serious discipline at JHS.

At the end of the 2016 – 2017 school year, the math teacher for JHS resigned. The position was filled by a veteran math teacher from Lemoore High School. Our new teacher brings classroom experience, content knowledge and a love of working with our students.

There has been one change to the Lemoore Union High School District School board since our last report. In December, 2016, Jason Orton was voted in replacing Kathy Neves.

Two significant changes have occurred since the last WASC visit. The JHS Principal has been out on leave since January, 2018. A previous JHS Principal has been contracted to work Tuesdays through Thursday for the remainder of the school year. Either the LUHSD Superintendent or the Assistant Superintendent are physically in the JHS offices at least two hours each on Mondays and Fridays, but are always on call in addition to administrators at the Lemoore High School campus which is adjacent to JHS. The district's plan is to name a full time, temporary principal for the remainder of Principal Lowe's leave.

Curricular and Instructional Development

English IXL Learning

Since the last WASC visit, the English department has implemented the IXL Learning (IXL) web based program. IXL is designed to give students a similar experience to taking the CAASP exam. The IXL program is adaptive and students must master each English standard to a 100% proficiency.

Teachers receive real time updates on students' progress and give students individualized attention when a student is struggling with a concept. Teachers can also differentiate instruction based upon a student's skill level by selecting an appropriate level of difficulty.

A staff member has also begun piloting the vocabulary.com website to see if significant progress can be ascertained regarding the expanding of students' vocabulary.

Math IXL Learning

The math department has also implemented the IXL web based program. IXL is designed to give students a similar experience to taking the CAASP exam. The IXL program is adaptive and students must master each math standard to a 100% proficiency. Teachers receive real time updates on students' progress and give students individualized attention when a student is struggling with a concept. Teachers can also differentiate instruction based upon a student's skill level by selecting an appropriate level of difficulty.

This year the math department has adopted a new curriculum with Big Ideas Integrated Math. The curriculum is book and web based. It includes interactive lessons either on a Smart Board or promethean board, tailored homework online, tutorial links to help reteach a given standard, test and quizzes for instant feedback. The teacher can specifically set up lessons and give students chances to answer questions correctly. The math department has a set of chromebooks to work on lessons in class for a one to one ratio on learning. Students can work at their own pace and receive instant feedback. The web based assignments can also be accessed and completed wherever there is internet connectivity.

Stanford History Project

The two U.S. History teachers have integrated curriculum from the Stanford History Education Group (SHEG). SHEG's Reading Like a Historian lessons are both standards based and research driven. Students use Document Based Questions (DBQs) to analyze and assess both the causes and effects of real-life events and conflicts. This process of investigation and inquiry allows our students to be better prepared for college-level coursework, as it replaces the more traditional short format of simplified questions and short answer. SHEG documents have built-in Structured

Academy Controversy (SAC) for some of the Reading Like a Historian lessons. SAC activities allow the students to take a position on the historical event examined, such as settlement house social reformers, prepare evidence from the documents provided and debate the issue at hand. SAC has been very successful in the history classes and both teachers will continue to incorporate this in unit planning.

NGSS/STEAM

The adoption of the new Next Generation Science Standards (NGSS) has allowed JHS to begin adapting science instruction to reflect advances in the field including the rise in Science, Technology, Engineering, Arts and Math (STEAM) career opportunities. The new NGSS standards provide a framework to develop inquiry and critical thinking skills necessary for both the STEAM career field, as well as overall college and career readiness. Students are engaged in model-based activities with an emphasis on examining scientific phenomena.

Science coursework is now focused on more of an integrated approach and skill development in the scientific world. Skills such as research and inquiry, supporting evidence, discovery, model building, testing and reflection are just some of the factors emphasized within assignments. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts. When these concepts, such as “cause and effect”, are made explicit for students, they can help students develop a broader scientifically-based view of the world around them.

Multi-media

A new course was added to the master schedule in the 2016 – 2017 school year. In Jamison’s multi-media course, students are encouraged to use a variety of technological resources from Smart phones, computers, cameras and class iPads in order to create multimedia products for our student audience on campus and local community. The media product ranges from weekly school news, photography, short films, skits, yearbook and campus public service announcements. Students are given an outlet to express themselves artistically, enhance their technological skills, pursue their interests in a facilitated manner, and add to the overall improvement of our school’s digital footprint.

Students have demonstrated their multi-media skills by creating an alcohol and drug prevention video. The video will be submitted to the Slick Rock Student Film Festival which is a program of Tulare County Office of Education for high school students in several valley counties including Kings County. Later phases within this class will target local business to collaborate and create local ads for the community. Upon graduation, students have pursued their own video content on YouTube channel.

Implementing Common Core (CC) State Standards

The Common Core State Standards, now referred to as simply the California Standards, have been fully implemented for the past three years. Teachers and administrators were engaged in professional development to anticipate the changes in instruction and assessment. For all core subjects, teachers created and revised lessons to utilize strategies that assess students in the new standards. While the subject content may have been the same, the alignment of the curriculum and expectations were significantly different. Textbook adoptions now reflect a California Standards focus. Mathematics has received new textbooks, while Science, English and History will adopt materials as approved. The Common Core/California Standards impact all staff and students as the school attempts to meet new expectations and align curriculum and instruction to support continued student growth.

The CAHSEE exam has been eliminated, marking a major shift since the last WASC visit. JHS offered CAHSEE prep classes in English and math for students who had not passed one or both tests. JHS now offers intensive English and math classes for students who need additional support in these two content areas.

The loss of ROP funding from the Kings County Office of Education affected our Screen Printing and Graphic Design class since our last visitation from WASC. Although the funding and ROP designation was cut, the class and business, Jamison Enterprises, has continued to be a viable asset for the students and school.

Based on the demographics and master schedule for this school year the Connections class was not offered. However, seniors are given time in their English class to prepare their Senior Exit Portfolio.

Technology Implementation

There have been immense changes in the landscape of curriculum, instruction, technology, and educational philosophy. JHS staff has made it a priority to ensure that all students have access to a device in every classroom. The integration of IXL in math and English, Edgenuity credit recovery, the use of Google Classroom and/or Edmodo across the curriculum, Kahoot, YouTube, the piloting of Vocabulary.com, the multi-media class and Aeries Student Portal are pivotal resources in equipping our students with the 21st century skills they need to thrive in our technological society.

Eleventh grade students participate in the year-end online summative assessment in both mathematics and English Language Arts and, additionally twelfth grade students will take the new CAST (California Science Test) online assessment. Therefore, participation in the Smarter Balanced Interim Assessments is integral to student success as it provides useful data and relevant experience with assessment content, question stem and prompt structure, and the tools available via the assessment delivery system. Students in core curriculum mathematics and English classes participate in the Smarter Balanced Interim Assessment Blocks during their content area class time. The speedy return of data enables teachers to measure periodic student

progress for instructional adjustments or differentiation and to inform students on their individual progress toward mastery of specific skills and concepts.

Administration of the in-depth Smarter Balanced Interim Comprehensive Assessment was implemented in the 2017-2018 school year. This interim summative assessment mirrors the year-end Smarter Balanced Summative Assessment and will provide further support in our students' preparation for achieving College and Career Readiness via the Smarter Balanced Assessment system.

Extracurricular Activities

JHS added another community service partnership this year with our local animal shelter, Valley Animal Haven. The students can participate in the PAWsitive Training Academy and learn skills to be "junior" animal trainers. They attend one hour per week after school, or more if they so choose, and are taught basic dog obedience training tactics by the certified dog trainer. Each student then chooses a dog to work with and teach them basic skills which makes the dogs more "adoptable". This program has had positive effects on both our students and the animals they work with. Students are learning training skills and becoming comfortable with animals, which has been proven to boost self-esteem.

JHS competes in a Kings/Tulare county inter-scholastic sports league for volleyball, soccer, basketball, and softball. All sports are co-ed and every student has an opportunity to try out for the team. Student-athletes need to maintain a 2.0 GPA, eighty percent attendance and have no major referrals in order to remain on the team. Students that participate in sports are able to earn credits in physical education. Those students who are unable to be part of the team can still play a supportive role as a scorekeeper, photographer, or graphic designer of the team jerseys. In addition, parents and members of the community are invited to watch games.

PBIS

Interventions

Another change is that JHS is in its third year of implementation of Positive Behavioral Intervention and Support (PBIS). PBIS, thus far, is having a positive on our school culture. We are hoping that the interventions and supports that have put in place will reduce disciplinary issues and will improve attendance, as well as improve the academic success of our students.

Intervention process

Every time a student is off task, off track or simply isn't following directions, they receive an intervention. An intervention at Jamison could be any one of the following:

Porch Talk- Students are taken aside to have a discussion about how to get back on track and on task.

Change of Seating Assignment- Student receives a new seating assignment. This could either be temporary or permanent.

Phone Call Home- A phone call home is made to students' parent/guardian to describe, in detail, the purpose of the intervention and seek parental support.

Warning- Simply giving a student a verbal warning about their behavior and what they have to do to get back on track.

Any intervention submitted by a staff person is fully documented and shared on a spreadsheet for all staff to see at any given time. If a student receives three interventions from the same teacher for the same class, then they go to Check In Check Out (CICO). Once a student completes CICO and receives another intervention from the same teacher of the same class, then that student will be removed from that class and be placed into Edgenuity class. JHS is currently exploring use of mentors for students during this process to provide additional support to students.

Roar cards are used at JHS for positive reinforcement. Staff members can give students a roar card when they have witnessed positive behavior from the student. The students keep their roar cards and trade them in for prizes.

Facilities

On November of 2016, the residents of the City of Lemoore voted for measure L, a Proposition 39 general obligation bond in the amount of \$24 million dollars. These funds were and are earmarked for various improvements throughout the campus. During the 2017-18 school year the IT infrastructure was upgraded to include a new phone system, new speaker system and new data wiring throughout the campus. Additional facility improvements are planned within the next five years such as constructing a new multi-purpose building, new administrative office and various landscaping improvements to the campus layout.

III: Ongoing School Improvement

The process for implementing and monitoring the Single Plan for Student Achievement begins anew each school year. The administrator oversees the implementation and monitoring of the Schoolwide Action Plan. In response to the Critical Areas for Follow-up, all staff at JHS, including administration, classified and certificated staff meet at the beginning of each school year to review the Action Plan goals from the previous year. The revised Action Plan is shared at the first School Site Council meeting for parent and student reflection and input. JHS staff reviews critical areas of concern throughout the year. The entire staff also reviews the student/community profile and the annual progress reports at the beginning of each school year and periodically throughout. Professional Development time is provided in our school calendar for weekly staff meetings and PLC's.

Mid Cycle Report Progress

Preparation for this mid-cycle report began in October, 2017, when the WASC coordinator reviewed the purpose and process of the WASC Mid-Cycle report. During this meeting, we also created a list of significant changes and developments since the full self-study. Based on this list, assignments were given to staff to write their designated areas for Chapter II. Ms. Stone discussed the timeline for completing the necessary tasks and shared the meeting schedule for the school year.

The work on the mid-cycle progress report officially began in November, 2017, with the review of the Schoolwide Critical Areas for Follow-Up from the WASC visitation team. As a staff, we discussed areas of concerns and growth and developed our list of important questions for staff discussion. These questions serve as a driving force for the focus of our mid-cycle progress report. Our next step was a critical review of the data for Chapter 1. JHS is a small, cohesive school and all staff have been involved in the preparation of this report. They have participated in revisions of the chapters and submitted write-ups for courses and extra-curricular opportunities that have been added since the WASC visitation. This process has enabled the four new staff members that have joined JHS since our last WASC self-study to analyze the progression of the JHS vision.

The submitted document is a collaboration from all JHS staff. The final draft was reviewed and revised as needed as the last step prior to sharing the Progress Report with the School Site Council. This report is representative of our last three years of analysis and growth. It also highlights our continuous effort to provide our students with the best educational opportunities by providing our teachers time to implement new curriculum and adjust to the Common Core State Standards.

The mid-year cycle review process has been positive and has brought attention to areas of strength as well as areas of growth and progress since our full self-study.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

From the Action Plan developed in 2014-2015 JHS has maintained ongoing progress in each action step.

Critical Area 1: Increase CAHSEE pass rates

Given the cancellation of CAHSEE (2015) some of the original action steps are no longer relevant; however, we have continued to have intensive math and English classes. Another strategy that remains in place is team teach Intensive Math class with our special education teacher and general education teacher (Push in Model.) In addition, the master schedule is developed to ensure maximum 15:1 ratio.

Because these tests are no longer administered we can no longer use the results to make data-based decisions and therefore cannot complete all the action items in the plan.

Critical Area 1: Improve School Wide Literacy					
SCHOOL Goal By 2017/18, to increase student STAR reading scores by one grade level if not performing at current grade level. By 2018/19, implement Math STAR testing.					
SLOs: Technology, Readiness, Knowledge, Achievement, Citizenship					
What data did you use to form this goal? STAR testing reports		What were the findings from the analysis of this data? SBAC – English: 48.5% Not Met, 48.5% Nearly Met, 3% Standard Met. Math: 97% Not Met, 3% Nearly Met.		How will the school evaluate the progress of this goal? Students will be given the Star Reading test at the beginning of the year as a benchmark and then 2 more times to check for improvement.	
Strategy:					
Description of specific actions to improve	Tasks	Person Responsible	Timeline Implement	Cost and Funding Source	State Priorities
1.1 All staff will use School Wide Best Practices	* Train all staff in JHS Best Practices which include: - Marzano Vocabulary - Larry Bell Comprehension strategies	*Administration *Teachers	*May 2018	* N/A	*1, 2, 3, 4, 5, 7

Description of specific actions to improve	Tasks	Person Responsible	Timeline Implement	Cost and Funding Source	State Priorities
	<ul style="list-style-type: none"> - Standards Plus - IXL - Objective on board and addressed - Jane Schaffer - Kagan strategies - Vocabulary.com 				
1.2 Continue to provide collaboration time during the school day	- Develop a calendar to allow early out Mondays and Fridays for PLC collaboration	*Administration *Teachers	*May 2018	* N/A	
1.3 All teachers participate in department PLC's	<ul style="list-style-type: none"> * Teachers will create pacing guides and testing calendars * Teachers will continue to use the unit analysis form to analyze data, strategize in the PLCs. PLC every other Friday and/or as needed throughout the year to evaluate student progress and evaluate curriculum. 	*Administration *Teachers	*May 2018	* N/A	

<p>1.4 Provide rigorous curriculum</p>	<ul style="list-style-type: none"> - Students will practice interpreting technical information and communicate it through writing and/or oral presentation. - Implement ERWS (Jrs & Srs) - Maintain 70% informational text - Use Mini Q Data based lessons in social science - Use Jane Schaffer writing schoolwide - Close readings - Problem Solving - Analyzing primary and secondary resources and demonstrating their findings - Collaboration (Kagan strategies) - Teach Note taking skills - Use Graphic organizers 	<ul style="list-style-type: none"> * Administration * Teachers 	<p>* May 2018</p>	<p>* N/A</p>	
<p>1.5 Provide professional development</p>	<ul style="list-style-type: none"> * Close readings * Google * EL Standards & Strategies * State STEAM Conference * California Council on Independent Studies * NGSS Implementation Tools * California Continuation Education Association State Conference *Edmodo 	<ul style="list-style-type: none"> * Administration * Teachers 	<p>* May 2018</p>	<p>* N/A</p>	

1.6 Infuse technology into the curriculum	<ul style="list-style-type: none"> *Google Apps *Smart Boards *I:drive *Smart Response/Notebook *Adobe Premier Tools *Stock Market simulation *Everywhere Poll *Power Points *Video presentations *Laptops * Google Classroom *Ipad 	<ul style="list-style-type: none"> * Administration * Teachers 		<ul style="list-style-type: none"> *Title II 6,000 *Motor Pool 	
1.7 Develop Master Schedule to include Intensive courses	<ul style="list-style-type: none"> *Develop master schedule to ensure maximum 15:1 ratio *Designate highly qualified teachers to teach Intensive Math and English classes 	<ul style="list-style-type: none"> * Admin * Counselor * Admin 	*Aug 2017- May 2018		
1.8 Maintain a study skills class to meet the needs of the Special Education population	*2 period Special Ed teacher to teach study skills and intensive math	* Admin	*Aug 2017 - May 2018		
1.9 Purchase materials	<ul style="list-style-type: none"> *Buy supplemental materials for English and Math *Supplies for Native American students 	* Admin	*Aug 2017 – May 2018		* Title VII
2.0 Continue after school tutoring	*Schedule times/days	* Admin	*Aug 2017 - May 2018		

Critical Area 2: Increase student attendance percentage

SCHOOL Goal: By 2017/18, have at least 90% schoolwide attendance, after back filling, and 80% before backfilling.
By 2017/18, reduce first period tardies.

SLOs: Readiness, Achievement, Knowledge

<p>What data did you use to form this goal?</p> <p>Previous school attendance data.</p>	<p>What were the findings from the analysis of this data?</p> <p><u>2015/16</u> 80.73% 99.76% w/ backfilling</p> <p><u>2016/17</u> 78.2% 99.41% w/ backfilling</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Every trimester evaluation.</p>
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STRATEGY:

Description of specific actions to improve	Tasks	Person Responsible	Timeline Implement	Cost and Funding Source	State Priorities
2.1 Utilize SARB process to increase student attendance.	* Automated phone system and personal call * Mail truancy letters	* Attendance clerk	*August 2017	*N/A	* 5, 6
2.2 Communication	*Student/parent SST's	* Attendance clerk * Counselor * Admin	*August 2017	*N/A	
2.3 Implement attendance incentives.	* Every 6 and 12 weeks check attendance records for 90 - 100% attendance	* Attendance clerk * Leadership teacher	* September 2017	*Jamison Enterprises	

Description of specific actions to improve	Tasks	Person Responsible	Timeline Implement Source	Cost and Funding	State Priorities
2.4 Create and refine attendance incentives Including decrease of tardies	<ul style="list-style-type: none"> * Create a student committee to discuss attendance incentives and ways to decrease tardies * Survey students to see what type of incentives they would be interested in. * Implement incentives for student incentives * Meet with School Site Council to share the results from the student committee and staff survey * Roll out the plan at Town Hall meeting 	<ul style="list-style-type: none"> * Admin * Student Representatives * Leadership teacher *Leadership teacher * Clerical staff * Office staff * Administration * Counselor * Student representatives 	<ul style="list-style-type: none"> * August 2018 * August 2017- May 2018 * September 2017 – May, 2018 * Mid January, 2018 	*Jamison Enterprises	

Critical Area 3: Prepare students for the Next Step

SCHOOL Goal: By May of student's graduation year, all seniors will have a post-graduation plan.

SLOs: Technology, Readiness, Achievement, Citizenship, Knowledge

<p>What data did you use to form this goal?</p> <p>Surveying graduates from the Class of 2014.</p>	<p>What were the findings from the analysis of this data?</p> <p>Still collecting data</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Follow-up on graduates to see what % of students are enrolled in college/trade school, and military.</p>
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STRATEGY:

Description of specific actions to improve	Tasks	Person Responsible	Timeline Implement	Cost and Funding Source	STATE PRIORITIES
<p>3.1 Develop a Connections class.</p>	<ul style="list-style-type: none"> * Schedule students to rotate every six weeks from Edgenuity * Explore career options * Develop student portfolios * Practice interview techniques 	<ul style="list-style-type: none"> * Administration * Counselor * Teacher 	<p>* August 2017</p>	<p>* N/A</p>	<p>* 1, 4</p>
<p>3.2 Ensure all Seniors have a plan after graduation.</p>	<ul style="list-style-type: none"> * Counselor meet with students to discuss options after graduation * Develop a plan 	<ul style="list-style-type: none"> * Counselor * Students 	<p>* August 2017 - May 2018</p>	<p>* N/A</p>	

Description of specific actions to improve	Tasks	Person Responsible	Timeline Implement	Cost and Funding Source	State Priorities
3.3 Apply for college or trade school, or Enlist in the military	<ul style="list-style-type: none"> * Counselor work with students and parents * ASVAB * Assist students in the Process * Kings County College Night 	* Counselor	* September 2017 – May 2018		
3.4 Career Day	<ul style="list-style-type: none"> * Survey student's interest * Organize Career Day 	<ul style="list-style-type: none"> * Counselor * Teachers * Clerical staff 	* October 2017- May 2018	* General Fund	
3.5 Organize placement testing at different colleges	* Meet with varying schools to schedule college placement tests	* Counselor	* August 2017 – May 2018		
3.6 Organize FAFSA	<ul style="list-style-type: none"> * Student meetings regarding FAFSA * Meet with varying schools to organize dates * Call parents to inform them of the information needed for FAFSA * Organize afternoon and evening times to fill out FAFSA 	<ul style="list-style-type: none"> * Counselor * Clerical staff 	* August 2017 – May 2018		
3.7 Organize multiple ASVAB testings	* Set up dates for testing	<ul style="list-style-type: none"> * Counselor * Military * Clerical staff 	* August 2017- May 2018		

3.8 Organize speakers from colleges and businesses	<ul style="list-style-type: none"> * Survey students to find out their interests * Organize dates 	<ul style="list-style-type: none"> * Counselor * Teachers * Clerical staff 	* August 2017		
3.9 Take trips to colleges and businesses	<ul style="list-style-type: none"> * Set up dates * Organize transportation 	<ul style="list-style-type: none"> * Counselor * Teachers * Clerical staff 	* August 2017 - May 2018	<ul style="list-style-type: none"> * General Fund * Transportation 	
3.10 Organize presentation for Job Corp	* Call to set up a Presentation	<ul style="list-style-type: none"> * Admin * Counselor 	*2017-18		

V: Schoolwide Action Plan Refinements

From the Action Plan developed in 2014-2015, JHS has maintained ongoing progress in each critical area. The Schoolwide Action Plan has been reviewed and updated annually and changes have been made since the 2015 WASC visitation.

In 2014-15 the first critical area was to increase CAHSEE pass rates. The school goal stated “all students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2014/15.” When the CST and CAHSEE were replaced by CAASPP and the California State Standards were replaced by the Common Core State Standards, instruction and assessment had to be reevaluated and the master schedule revised as we no longer offered or needed the CAHSEE prep classes. We did maintain the English and math intensive courses for students who need additional help in these content areas. Therefore, this critical area of need and goal was removed from our School-wide Action Plan in the beginning of the 2015-16 school year.

In response to the removal of the CAHSEE critical area, JHS staff decided to move the critical area of need for school-wide literacy from the second need to the first in our school-wide action plan.

School-wide literacy continues to be our top goal for our students and is analyzed at the beginning of each school year and throughout the year in staff meetings. During the preparation of this Mid-Cycle Progress Report, staff met and closely examined schoolwide literacy. JHS has used the STAR reading test for several years for tracking reading levels of our students and staff anticipates implementing the STAR math testing for mathematical numeracy beginning in 2018/19.

Critical Area 1: Improve School Wide Literacy

School Goal: By 2017/18, to increase student STAR reading scores by one grade level if not performing at current grade level. By 2018/19, implement STAR math testing.

In the process of review at the beginning of the 2015/16 school year, the following critical area of need was added to our School-wide Action Plan. Attendance continues to be a critical area of need. The school goal was met for 2015/16 with a 99.76% school wide attendance after backfilling and a rate of 80.73 without back filling. In 2016/17 the overall attendance was 99.41% and without backfill 78.2%. Currently our overall attendance for 2017/18 through month eight is 99.25 with backfill and 85.2% without backfill.

Students enrolled in continuation schools must spend at least 15 hours per week or three hours per day at school. JHS runs a full day program and students are enrolled approximately 28 hours per week. In calculating the attendance ADA, continuation schools are able to “backfill” hours, which means, Aeries will use excess hours to backfill absences with attendance hours earned in subsequent weeks.

Critical Area 2: Increase student attendance percentage

School Goal: By 2017/18, have at least 90% school-wide attendance after backfilling, and 80% before backfilling. By 2017/18, reduce first period tardies.

Critical Area 3: Prepare students for the Next Step

School Goal: By May of their graduating year, all seniors will have a post-graduation plan.

JHS staff is committed to preparing our students for the Next Step following graduation. This critical area has been included in our Schoolwide Action Plan for several years. JHS seniors take part in a Senior Exit Interview (SEI) in the spring each year. JHS students prepare a portfolio binder for the interview, attend a workshop on interview techniques and what is considered proper attire in an interview setting. Included in the portfolio binder is a cover letter that includes career or educational goals that will follow graduation, a resume, a letter of recommendation, and an online application for a job, online application to join the military, or a college acceptance letter. Passing the SEI is a graduation requirement for our district. Our counselor works with seniors on an individual basis to formulate their plan for post-graduation which may include visits to local community colleges.

In conclusion, JHS will have a new principal for the 2018/19 school year and the Schoolwide Action Plan will be reviewed and refined as needed.