



Manny Diaz, Jr., Commissioner of Education

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

33 - Jefferson

Eydie Tricquet, Superintendent
Rachel Heide, Northwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The Jefferson County School District will ensure a safe, academically challenging environment that will provide college and career readiness opportunities for all students to become productive citizens in the 21st century.

b. District Vision Statement

To be an educational system that prepares all students and stakeholders for a successful future

c. Link to the district's strategic plan (optional).

No strategic plan link stored

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The district recognizes the importance of identifying and aligning resources in order to meet the needs of the schools. To this end, the District Leadership Team meets weekly to assess the needs, based on data, and determine how resources should be allocated. Under the direction of the School Superintendent, the Chief Financial Officer, the Human Resources Specialist, the Federal Programs Specialist, the Director of Transportation, the Director of Technology, Director of School Food Services, the school principals, the Director of Communication/Interim ESE Director and the MTSS Coordinator discuss instructional issues, disaggregate data and brainstorm strategies to address academic and related issues. During these meetings, resources and services are reviewed and adjustments are made as necessary. State and local funds are used to support the state-required mandates and federal funds are used to provide supplemental resources and services that support the state-required mandates. Prior to federal grant development, grant administrators meet to ensure that there is no duplication of effort in order to maximize resources. Resources are allocated based on data, focusing on the areas of greatest need. An inventory of supplemental programs, funded through federal sources is maintained and reviewed during District Leadership Team meetings to (a) determine/monitor use, (b) monitor the effectiveness of the programs and (c) review student performance data. Decisions to continue program implementation are also made when aforementioned data is reviewed.

The district established the Curriculum Planning Team (CPT) to ensure that resources are aligned with curricular needs at the school level. Resources will be evaluated based on data and changes in the use of the resources will be made if it is found that the resources are ineffective. The CPT meets monthly and notes from the meetings will be maintained by the Federal Programs Specialist. The meeting dates are placed on the district calendar and reminders are sent by the Federal Programs Specialist. Agenda for the meetings are established based on notifications from the FDOE, pertinent information from district departments and will include information related to the Turnaround Option Plan.

b. School Allocation Process

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

After developing a comprehensive picture of the schools, school improvement teams prioritize areas for improvement and establish goals and strategies for the top five needs, focusing on student learning and success first and how teaching supports this. Strategies, timelines, funding resources are established with the District Leadership Team, with input from the Curriculum Planning Team. The initial allocations are made annually, and input on allocations are provided by each school leader and the Curriculum Planning Team, prior to the development of federal grants. Once grant awards are made, the Federal Programs Specialist provides the school principals with the approved budget. The Early Warning System is used to differentiate and monitor resources. The Early Warning System gives schools immediate information regarding Tier II and Tier III students such as attendance, grades, test scores and discipline. The newly hired MTSS coordinator shares data regarding student performance using both FOCUS, the district student information database, and TrueNorth. These data are shared weekly during District Leadership Team meetings and monthly with the Curriculum Planning Team. When applicable, appropriate and available, resources are adjusted to address needs.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The district has elected to strengthen systems that support school-based leadership teams by allowing the teams to identify appropriate, research-based interventions to be implemented at the school level. This flexibility includes school-based leadership being able to reduce intervention programs based on their effectiveness on improving student performance. The rationale for the change is that the school-based leaders provide the day-to-day supervision and support and are readily available to determine program effectiveness. In order to make the modifications, the district must (1) provide adequate professional development for school leadership so that they are able to identify and support research-proven interventions and (2) when possible, provide fiscal support for implementation. The District Leadership Team shall be responsible for the implementation and follow-up of empowering school-based leadership teams.

The district will establish a district-supported new/beginning teacher and administrator program that will provide mentorship and support to new/beginning teachers and administrators. This program will offer resources to improve performance and encourage sustainability. The Human Resource Director will be responsible for implementation and follow-up.

In addition, the district will establish a professional development plan that will include resources and opportunities for teachers based on student performance and instructional needs of the teachers. When an area of weakness is identified, there will be a non-negotiable expectation that teachers (1) participate in professional development to address the area, (2) receive support in the area, (3) demonstrate the implementation of skills gained from the PD in daily instruction and (4) provide follow-up on the success of implementation. Each school administrator will be responsible for conducting learning walks, formal and informal evaluations and establishing Corrective Action Plans for teachers whose students' performance indicate the need for professional development. The Human Resource Director will be responsible for implementation and follow-up.

d. Operational Flexibility

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

Operational flexibility is defined by the district as the school administration's capacity to assess the needs of the students, faculty, staff and families to determine which resources are required to meet those needs. Schools are provided the opportunity to make recommendations for staffing and other purchases that are needed to improve student performance. The recommendations made by the schools are then reviewed by District to ensure that they are within statute. If changes are necessary, the school leaders are notified and provided with information that explains the changes.

The Jefferson County School District will contract with the two educational management organizations, Institute for Student Achievement (ISA) and Success For All (SFA), to lead systemic change and provide support. SFA will provide guidance and direction at the elementary and middle school levels, specifically in the areas of curriculum and instruction. At the high school level, ISA will provide guidance in the areas of curriculum and instruction. Both organizations will offer leadership in professional development by providing access to individuals and resources with proven records of effectiveness. Both organizations are currently approved by the United States Department of Education as entities with proven records of effectiveness in turning around low-performing, high poverty schools. Research indicates, 90% of ISA students persist to the third semester in college, as compared to the national rate for all students of 77% and the national average for African Americans and Latinos of 55%. (<http://www.studentachievement.org/results/isa-outcomes/>). For SFA schools, Florida elementary schools implementing Success for All made significant progress on the Florida Comprehensive Assessment Test (FCAT-2) – Reading scale. From 2012 to 2013, Florida Success for All elementary schools had a 1 percentage-point increase in the number of students in grades 3–5 who scored at or above Achievement Level 3. Other Florida schools declined by 1 percentage point. (<http://www.successforall.org/results/evidence-for-success/>)

The district will provide each school with a staffing plan and school budgets (state/local and federal) prior to the start of the school year so that resources can be secured in a timely fashion. Vacancies in critical areas will be filled within thirty (30) days. District administrators in charge of each of the areas will be responsible for implementation and follow-up.

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

The District Leadership Team will closely review how district resources are allocated to determine whether they should be reallocated to promote improved student achievement. The district will work closely with the community at family and community meetings and encourage public input, including recommendations from the Community Assessment Team. The District Leadership Team and the Curriculum Planning Team will work collaboratively, reviewing all curricular materials to ensure purchases support student achievement. The District Leadership Team, with input from school leadership teams, will identify what each school needs, quantify what each school receives and how it is used, invest in the most important changes first, customize the strategy at each school and make changes at the district level, as well as at the school level. Through this process, we will continue to seek resources through other grant opportunities and establish partnerships with the local governmental agencies. We have determined that if we (1) focus on student learning, (2) provide and

support professional development for all instructional staff and (3) engage parents and community members, we will be able to positive impact student performance as measured by both state and local assessments.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361891>

2. Family and Community Engagement

Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts.

Jefferson County School District has identified and invited school administrators, current teachers, parents, business owners, clergy and community members to serve on the Community Assessment Team. The initial meeting will serve to establish awareness and understanding of the team's role in facilitating student, school and district improvement that is sustainable. While the initial meeting will be held at the district office, future meetings will be hosted in community locations for accessibility to promote increased participation. The team will meet monthly to monitor progress, offer recommendations and provide support to the school district. Minutes from these meetings will be maintained and posted on the district's website to ensure transparency.

The school district has collected data regarding the needs of the families and the community through the annual Parent and Family Survey. The data has been used to identify the focus areas for engaging parents in order to facilitate student achievement. Survey data revealed that while parents are satisfied with the changes that are occurring at the elementary campus, there remains areas that we need to focus. Specifically, information from the annual Title I Survey revealed (1) parents feel that communication between school and home should be improved; (2) parents want to be more involved in the development of school parent involvement plans; (3) parents want to feel that their children and safe and that teachers care about their students.

The district's Parent Involvement Plan is a comprehensive document that includes the strategies that will be used to engage families and the community in school improvement efforts. The plan has been uploaded; however, the following strategies are in place to engage families and the community.

- (1) The district has expanded the volunteer program to include mandatory training of all volunteers prior to school assignment.
- (2) The district has established a faith-based partnership initiative in an effort to involve persons of all faiths. The district will continue to provide informational updates and trainings in locations in the community, such as local churches. Areas churches that have partnered with the district also provide volunteers and resources to support school efforts.
- (3) The district Parent Involvement Committee will engage in facilitating effective families through a book study using (Seven Habits of Highly Effective Families by Steven Covey) . The team will then facilitate implementation of strategies at each of the schools.
- (4) The superintendent will make a strategic effort to ensure that all initiatives are being highlighted and parents and community members are well informed of changes and activities that are occurring in the school district.
- (5) At least two district-wide events will be hosted to engage parents, provide them with information pertinent to their needs and to report progress of activities aligned with the strategies for school and district improvement. These events will be held during non-school hours, such as evenings and weekends.
- (6) Each school will host parent meetings to provide information to parents and to engage them in the learning process.

Attendance at all events will be maintained and public notice of the events will be delivered through the local media, the district and schools website and through backpack distributions.

3. Engagement of School Leadership

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

Each of the school administrators facilitates the development of school plans at the respective schools. When the plans are developed, schools are encouraged to forward the plans to the District Leadership Team members for review prior to forwarding further for Board and or state approval. The Director of Communication has established a communication protocol that will allow us to align and merge school level and district level visions. In developing this protocol, we will establish a district team who will facilitate the eight step planning and problem solving process.

School leadership team members are a part of the District Leadership Team and the Curriculum Planning Team. The Curriculum Planning Team will continue to evaluate the effectiveness of school-level interventions and make recommendations regarding the continuation of the interventions to district leadership, based on student performance data.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Cooksey, Al, al.cooksey@jeffersonschooldistrict.org

b. Employee's Title

Superintendent

c. Employee's Phone Number

(850) 342-0100

d. Employee's Phone Extension

e. Supervisor's Name

f. Supervisor's Title

g. Employee's Role and Responsibilities

Provide leadership for the district student accountability program, the monitoring of student achievement and school improvement planning. Coordinate and provide appropriate services, resources, interventions and assistance for district-wide curriculum development, implementation and evaluation, as well as innovative instructional methodology.

2. District Leadership Team:

Key, Elijah, keye@gcpsmail.com

Title Principal

Phone 850-342-0115

Supervisor's Name Mr. Al Cooksey

Supervisor's Title Superintendent

Role and Responsibilities The school principal articulates the vision of the elementary school, ensuring that it is aligned with the district's vision; creates and maintains an academically-focus school environment; promotes and facilitates the academic success of students; engages parents and community members in school activities; and encourages instructional leadership among school staff.

Whitty, Nancy, nancy.whitty@jeffersonschooldistrict.org

Title Principal

Phone 850-342-0511

Supervisor's Name Mr. Al Cooksey

Supervisor's Title Superintendent

Role and Responsibilities The school principal articulates the vision of the alternative school, ensuring that it is aligned with the district's vision; creates and maintains an academically-focus school environment; promotes and facilitates the academic success of students; engages parents and community members in school activities; and encourages instructional leadership among school staff.

Barnhart, Tanishia, tanishia.barnhart@jeffersonschooldistrict.org

Title Other

Phone 850-342-0511

Supervisor's Name

Supervisor's Title

Role and Responsibilities Ensures that the fidelity of implementation of the district's Multi-tiered System of Support; provides leadership in data-analysis when aligning core instruction and interventions; coaches, mentors and supports teachers during interventions.

Cooksey, Al, al.cooksey@jeffersonschooldistrict.org

Title	Superintendent
Phone	850-342-0100
Supervisor's Name	
Supervisor's Title	
Role and Responsibilities	Oversees the management, operation and activities of the school district; provides the leadership for achieving the district's vision; promotes the district's mission and communicates regularly with the school board, parents and community; facilitates academic success throughout the school district.

McGriff, Tammy, tammy.mcgriff@jeffersonschooldistrict.org

Title	Director
Phone	850-342-0100
Supervisor's Name	Mr. Al Cooksey
Supervisor's Title	Superintendent
Role and Responsibilities	Monitor the implementation of the Title I grant to ensure fidelity in implementation of the Title I program; support academic instruction through supplemental interventions; provide technical assistance to teachers and students; facilitate parent and community involvement; work with curriculum teams to support and enhance academic performance; promote early literacy.

Bolden, Benny, benny.bolden@jeffersonschooldistrict.org

Title	Principal
Phone	
Supervisor's Name	Al Cooksey
Supervisor's Title	Superintendent
Role and Responsibilities	The school principal articulates the vision of the elementary school, ensuring that it is aligned with the district's vision; creates and maintains an academically-focus school environment; promotes and facilitates the academic success of students; engages parents and community members in school activities; and encourages instructional leadership among school staff.

Perry, Kimberli, kimberli.perry@jeffersonschooldistrict.org

Title Director

Phone

Supervisor's Name Al Cooksey

Supervisor's Title Superintendent

Role and Responsibilities The role of this position is to provide direction and support for Exceptional Student Education; provide leadership and training to staff to ensure compliance in meeting the needs of identified students; provide assistance and information to schools regarding ESE students; provide guidance and support to parents of ESE students. This position also provides communication regarding all district and school activities.

Vogelgesang, Tom, tom.vogelgesang@jeffersonschooldistrict.org

Title Director

Phone

Supervisor's Name Al Cooksey

Supervisor's Title Superintendent

Role and Responsibilities Develops and implements the district Classroom Technology Integration Plan to guide district action in the effective implementation of: communication networks; hardware, software, and training standards; instructional technology; district administrative systems; human issues and technology support. Facilitates the decision process for procurement, integration, coordination, operation, installation, maintenance, training, and support for technologies in all sectors of the district.

This position also serves as the district assessment coordinator.

Title

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

Stroman, Sherman, sherman.stroman@jeffersonschooldistrict.org

Title Director

Phone

Supervisor's Name Al Cooksey

Supervisor's Title Superintendent

Role and Responsibilities Assists in scheduling a variety of meetings and employee events (e.g. Certified Employee In-processing, Teacher Orientation, applicant interviews, facilities use, etc.) for the purpose of meeting the needs of the schools, district and employees; audits monthly personnel actions prepared by staff for the purpose of to ensure consistency with Board policy; Communicates with other employees, departments, administrators, applicants and the public for the purpose of providing information and assistance concerning employment, recruitment, transfers, personnel records, leaves, licenses, and related legal requirements; Conducts, along with other HR Specialists, the certified employee orientation (e.g. introducing personnel, payroll, employment benefits, policies, assisting with enrollment forms, etc.) for the purpose of ensuring employees are knowledgeable of current practices and administrative processes as well as completion of forms; Coordinates the certified employment process (e.g. tracking of staff as compared to budget, processing applications, analyzing transcripts, assisting teachers with licenses and endorsements, etc.) for the purpose of meeting district staffing requirements while complying with established guidelines, ensuring other HR Specialists in work unit are doing same; Ensures effective and appropriate policies and procedures are followed (e.g. processing of personnel actions, including new hires, transfers, promotions, termination, and completion of state reports) for the purpose of being timely, accurate, legal and meeting organizational objectives; Participates in meetings that involve a range of issues (e.g. personnel actions, regulatory requirements, actions involving outside agencies, inter-department needs, etc.) for the purpose of developing recommendations and/or supporting other staff.

3. Educator Quality

a. School Leadership Teams

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

All positions within the district are advertised on the district's website and through our consortium in an effort to attract the most qualified individuals for our students. Applications are reviewed by the HR Specialist and applicants meeting the requirements for advertised positions are presented to the Superintendent and or his designee. Interviews are conducted and applicants who demonstrate a proven record of increasing student achievement are recommended to the superintendent for his recommendation to the School Board.

Leadership team membership is determined by student performance. Customarily, leaders of schools where student performance continues to be below proficiency were replaced at the end of the contract year. However, this practice has resulted in a constant disruption in leadership at our low

performing schools. The district has determined that it is necessary to maintain the employment of leadership beyond one year as leaders need to be able to implement strategies and programs longer than one year to affect change.

b. Instructional Staff

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

Student data, organized by class, are monitored monthly by the school leadership team, academic coaches and superintendent. Annual student performance data is disaggregated annually by the Superintendent and or his designee. Teacher assignments are adjusted based on performance data to ensure that (1) students with the highest needs receive the most effective teachers and (2) teachers with instructional needs receive the support required to increase their effectiveness.

The district has determined that the teacher evaluation tool and the classroom walkthrough tools are not aligned. Further the teacher evaluation tool does limits administrators' ability to effectively assign performance ratings thus reflecting ineffective teachers. To this end, the teacher evaluation tool will be revised so that administrators can accurately reflect teacher performance. In addition, the classroom walkthrough tool will be be revised so that data to support performance can be accurately captured.

The district will use VAM scores provided by the FDOE, along with performance evaluations to determine teacher assignments. The implementation of employing a reliable performance rating system will be the responsibility of each school administrator and will be monitored by the Human Resource Director.

D. Professional Capacity

1. Common Planning Time

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C.

The Elementary School has a common planning time for grades Pre-K-5. During the common planning times, PLCs are conducted. At the Middle High school, common planning time has been established for ELA and Mathematics.

2. Instructional Coaches

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.

Each Focus and Priority school in the district has both a reading and mathematics coach on site. The reading coaches are funded 100% through the K12 Reading Plan. Because the mathematics coaches offer supplemental services above and beyond the required mathematics instruction, the mathematics coaches on each campus are funded through Title I, Part A and Title II, Part A. Due to the size of the district, the district elected to fund a district Science coach to address the needs of our students and schools. The district-wide science coach, funded through Title I, Part A and Title II, supports the schools and ensures that instruction is seamless. The district will ensure that each of the instructional coaches are members of the Curriculum Planning Team and that their assignments do not include areas outside of reading, mathematics and or science.

Monitoring of daily activities of the coaches:

Reading coaches are utilizing the state approved coaching log from PMRN.

Mathematics coaches maintain a manual log of activities, to include calendars.

Science coach maintains a manual log of activities, to include a calendar.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.

Yes

District Reading Plans

https://www.floridacims.org/districts/jefferson?current_tab=reading

b. Writing

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Wonders

Program Type

Core

School Type

Elementary School

Description

The Wonders Curriculum addresses the academic needs for (K-5) students for reading, writing, listening, and speaking.

SPDG

Program Type

Supplemental, Intensive Intervention

School Type

Middle School, High School

Description

SPDG is a systemic way to instruct high content information in a comprehensive manner. This teaching approach is geared towards ESE and students that are cognitively one year or more below grade-level.

c. Mathematics

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Go Math, Acaletics, iReady, Study Island

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School, Middle School, High School

Description The programs challenge students with engaging and meaningful application. Each programs connect topics within mathematics and with other subjects. These programs encourage students to solve problems in many ways.

d. Science

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Fusion, Fusion Comprehensive Science

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School, Middle School, High School

Description Science content standards are designed to ensure that all students have a rich experience in science at every grade level. These programs are standards-based with instructional materials content presented in accordance state curriculum.

2. Instructional Alignment and Pacing

a. Program Monitoring

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

The District Curriculum Planning Team comprised of the assistant principals of curriculum and instructional coaches, meet monthly to review data, adjust and discuss curriculum to support instruction. The MTSS process requires the involvement of teachers, principals, instructional coaches, counselors to review and address the root causes of struggling students. This is monitored through progress monitoring of the school wide assessments which are in FOCUS and TrueNorth. Lesson plans are correlated with the Florida standards and are closely monitored through learning walks and team data meetings.

b. Supports for Student Transitions

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?

Yes

a. Link to Student Progression Plan

<http://www.jeffersonschooldistrict.org/docs/Student%20Progression%20Plan%202014-2015.pdf>

b. Provide the page numbers of the plan that address this question.

27-52

The Student Progression Plan is being amended to address this question.

c. Alignment of Pacing Guides to Florida Standards

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. *Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G2.** Jefferson County School District will increase student engagement during instructional delivery as evidenced by decreased discipline referrals and increased student performance based on MTSS data and state assessment results, thereby increasing the number of students on track for graduation.
- G3.** Jefferson County School District will effectively evaluate instructional personnel and use the data to provide professional development to teachers in order to facilitate improve the delivery of intervention strategies that will increase student achievement.
- G4.** In order to increase student proficiency in core curricular areas, Jefferson County School District will increase the capacity of educators to deliver standards-based instruction through the establishment and implementation of a comprehensive professional development plan based on student needs as evidenced by assessment data.
- G5.** Jefferson County School District will increase the number of parents and families who are actively involved in the school/district activities.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G2. Jefferson County School District will increase student engagement during instructional delivery as evidenced by decreased discipline referrals and increased student performance based on MTSS data and state assessment results, thereby increasing the number of students on track for graduation. 1a

 G075786

Targets Supported 1b

Focus	Indicator	Year	Target
All SIG4 Implementation Sites	4-Year Grad Rate (Standard Diploma)	2016-17	79.0

Targeted Barriers to Achieving the Goal 3

- Lack of classroom management

Resources Available to Help Reduce or Eliminate the Barriers 2

- SEDNET
- Kagan
- Parent Portal
-

Plan to Monitor Progress Toward G2. 8

Student attendance data, student performance data (progress monitoring assessment), discipline data

Person Responsible

Tanishia Barnhart

Schedule

Monthly, from 6/8/2016 to 6/30/2017

Evidence of Completion

MTSS data and increased graduation rate

G3. Jefferson County School District will effectively evaluate instructional personnel and use the data to provide professional development to teachers in order to facilitate improve the delivery of intervention strategies that will increase student achievement. **1a**

G030367

Targets Supported **1b**

Focus	Indicator	Year	Target
All Turnaround Implementing Schools	ELA/Reading Gains District Assessment	2016-17	69.0
All Turnaround Implementing Schools	FSA Mathematics Achievement	2016-17	69.0

Targeted Barriers to Achieving the Goal **3**

- Teachers' lack of understanding of how to analyze and utilize data to provide standards-based instruction.
- Teachers' lack of understanding the new Florida standards.
- Lack of an evaluation tool that allows effective appraisal of instructional staff

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Study Island
- Accelerated Reader
- Discovery Education
- iReady
- Read 180
- True North

Plan to Monitor Progress Toward G3. **8**

Discovery Education, progress reports, assessments, and student report cards

Person Responsible

Al Cooksey

Schedule

Monthly, from 8/8/2016 to 6/30/2017

Evidence of Completion

FCAT Retakes, FSA, assessments, Discovery Education, curriculum assessments, iReady and EOC

G4. In order to increase student proficiency in core curricular areas, Jefferson County School District will increase the capacity of educators to deliver standards-based instruction through the establishment and implementation of a comprehensive professional development plan based on student needs as evidenced by assessment data. 1a

 G030368

Targets Supported 1b

Focus	Indicator	Year	Target
All SIG4 Implementation Sites	Effective+ Teachers (Performance Rating)	2015-16	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of providing standards-based instruction
- The lack of the appropriate integration of technology in instruction.
- Lack of a systemic professional development plan

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Digital Classroom Plan

Plan to Monitor Progress Toward G4. 8

We will monitor through learning walks summary, lesson plans, student assessment and student engagement.

Person Responsible

Al Cooksey

Schedule

On 5/26/2017

Evidence of Completion

Progress Monitoring, FSA, school wide assessments, curricular assessment and EOCs

G5. Jefferson County School District will increase the number of parents and families who are actively involved in the school/district activities. 1a

G030369

Targets Supported 1b

Focus	Indicator	Year	Target
All SIG4 Implementation Sites	District Parent Survey	2016-17	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of parent involvement activities that support parent and student needs.
- Location of parent involvement activities

Resources Available to Help Reduce or Eliminate the Barriers 2

- Community partners who can offer incentives and or location for activities
- Faith-based partners

Plan to Monitor Progress Toward G5. 8

Sign-in sheets, attendance records at SAC meetings, PTO meetings, school-sponsored activities, parent conferences

Person Responsible

Tammy McGriff

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Sign-in sheets, attendance records at SAC meetings, PTO meetings, school-sponsored activities, parent conferences Parent surveys will also be collected to demonstrate that their needs are being met through activities and or opportunities offered.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. Jefferson County School District will increase student engagement during instructional delivery as evidenced by decreased discipline referrals and increased student performance based on MTSS data and state assessment results, thereby increasing the number of students on track for graduation. **1**

 G075786

G2.B1 Lack of classroom management **2**

 B198058

G2.B1.S1 Provide professional development in Kagan Structures to address student engagement through improved classroom management. **4**

 S209715

Strategy Rationale

If students are more engaged with improved classroom management, discipline referrals will decrease and graduation rates will increase.

Action Step 1 **5**

Provide annual Kagan Cooperative Learning district-wide with monthly demonstrations and support being provided by school administrators, instructional coaches and highly effective teachers. The leadership team will develop a schedule for implementation and monitoring of Kagan Structures.

Person Responsible

Tammy McGriff

Schedule

Monthly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Lesson plans and walk through summaries will reflect the implementation of Kagan Structures. Corrective Action Plans, when appropriate, will include Kagan structures.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

School administrators will monitor lesson plans and conduct learning walks to ensure fidelity of implementation of Kagan Structures.

Person Responsible

Tammy McGriff

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Summaries of learning walks conducted and lesson plans which include the implementation of Kagan Structures are collected. Monthly discussions of progress will be shared in meetings with the District Leadership Team and school administrators.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

MTSS data will be reviewed to monitor decreased discipline referrals and increased student performance.

Person Responsible

Tanishia Barnhart

Schedule

Monthly, from 6/8/2016 to 6/30/2017

Evidence of Completion

MTSS data

G2.B1.S2 Provide a new and beginning teacher and administrator development program in order to establish a system of support for teachers and instructional leaders. The program will be district-based and will meet monthly in order to offer consistent mentoring and support. 4

S209796

Strategy Rationale

If new and beginning teachers and administrators receive immediate, appropriate training and support, classroom instruction will improve.

Action Step 1 5

Establish a calendar of monthly meetings/conferences to support new/beginning teachers and instructional leaders.

Person Responsible

Sherman Stroman

Schedule

On 6/30/2016

Evidence of Completion

Meeting dates will be established and published on the district's website and entered into the PD system.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Agenda, meeting notes and attendance will be maintained for each of the meetings.

Person Responsible

Sherman Stroman

Schedule

On 6/9/2017

Evidence of Completion

Responses from individuals, in the form of portfolios and benefits summaries will be collected and required of all participants.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Learning walks conducted by school administrators, instructional coaches and district leaders will document implementation of strategies gained during development program.

Person Responsible

Sherman Stroman

Schedule

Monthly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Lessons plans, formative evaluations, learning walk summaries

G2.B1.S3 Offer recruitment bonus and letters of commitment immediately upon selection of candidates, pending CBC clearance and School Board approval 4

 S209799

Strategy Rationale

Offering monetary incentives to highly effective teachers and administrators to become employees of the district will help our district to be more competitive, considering the salary scale of neighboring districts.

Action Step 1 5

Establish and share a plan for teacher incentives to recruit and maintain highly effective staff in areas identified as critical needs based on school and district performance data.

Person Responsible

Sherman Stroman

Schedule

Annually, from 6/6/2016 to 8/31/2016

Evidence of Completion

Incentive plan will be developed and approved by the School Board.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Before recruitment bonuses are paid, evidence of employees effectiveness will be documented.

Person Responsible

Sherman Stroman

Schedule

Annually, from 6/6/2016 to 7/29/2016

Evidence of Completion

References from previous employers, experts in the field or letters of recommendation from instructors with direct knowledge of applicants abilities.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Vacant positions will be filled with highly effective personnel prior to the start of the school year.

Person Responsible

Sherman Stroman

Schedule

Annually, from 6/6/2016 to 7/31/2016

Evidence of Completion

Personnel items presented to school board for approval will document vacancy filled.

G3. Jefferson County School District will effectively evaluate instructional personnel and use the data to provide professional development to teachers in order to facilitate improve the delivery of intervention strategies that will increase student achievement. **1**

 G030367

G3.B1 Teachers' lack of understanding of how to analyze and utilize data to provide standards-based instruction. **2**

 B070747

G3.B1.S1 District will host professional development on how to analyze data. Student performance data and progress monitoring data will be incorporated into weekly data chats with administrators, teachers and district liaisons. Instructional coaches will facilitate and support teachers' understanding of data analysis. **4**

 S079297

Strategy Rationale

Understanding how to analyze and utilize data will positively impact the provision of standards-based instruction.

Action Step 1 **5**

District will provide professional development on how to analyze, interpret data and use data to drive standards-based instruction.

Person Responsible

Al Cooksey

Schedule

Quarterly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Progress monitoring, lesson plans, and teacher data notebooks

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

Classroom walk-throughs, lesson plans, formal and informal observations.

Person Responsible

Al Cooksey

Schedule

Quarterly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Student performance on progress monitoring, FSA, FCAT Retakes and EOC.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom walk-throughs, lesson plans, formal and informal observations.

Person Responsible

Al Cooksey

Schedule

Quarterly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Student performance on progress monitoring, FSA, FCAT Retakes, and EOC.

G3.B2 Teachers' lack of understanding the new Florida standards. 2

 B184899

G3.B2.S1 Provide ongoing professional development on unpacking the standards in all content areas.

4

 S196330

Strategy Rationale

Understanding how to unpack the standards will increase teacher awareness of what is standards-based instruction and what students should be able to do.

Action Step(s) Missing for Goal #3, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G3.B3 Lack of an evaluation tool that allows effective appraisal of instructional staff **2** B198155**G3.B3.S1** Review and adopt an evaluation tool that will be shared and implemented that allows administrators to evaluate teacher performance effectively. **4** S209829**Strategy Rationale**

If the district implements a reliable and valid evaluation tool, administrators will be able to identify ineffective teachers, provide support and or replace with effective teachers.

Action Step 1 **5****Person Responsible****Schedule*****Evidence of Completion*****G3.B3.S2** Develop a formative evaluation tool (walk through tool) that can be used during learning walks, aligned with the summative evaluation tool which can be used to inform support for teachers. **4** S209830**Strategy Rationale**

If the district implements a walk through tool aligned with the summative evaluation tool, administrators will be able to identify ineffective teachers, provide support and or replace with effective teachers and improve instruction.

Action Step 1 **5**

Meet with school administrators to review prospective evaluation tool and create a walk through tool.

Person Responsible

Sherman Stroman

Schedule

On 6/30/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

The developed tool will be a part of the online system (Edivate) used by the district.

Person Responsible

Sherman Stroman

Schedule

On 6/30/2016

Evidence of Completion

The walk through tool will be available for use by all administrators. Completed walk through tools will be maintained on campuses.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Teachers will be provided support as identified using the walk through tool.

Person Responsible

Sherman Stroman

Schedule

On 6/30/2016

Evidence of Completion

Lesson plans reflecting strategies gained through support based on areas identified through walk through instrument; participation records of professional development activities

G3.B3.S3 Elementary classrooms and core subject areas will be staff with highly effective teachers. 4

S209880

Strategy Rationale

If the district provides highly effective teachers in all elementary classrooms and core subject areas, instruction and student performance will improve.

Action Step 1 5

Only teachers whose students demonstrate adequate progress based on progress monitoring will be recommended for continued employment. Administrators will review performance data from DE, curriculum resources, and report card grades. Adequate progress will be defined as student performance that is below the established targets in each of the resources.

Person Responsible

Al Cooksey

Schedule

Monthly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Student progress reports, assessment data, school board recommendations

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

HR will provide names of highly qualified personnel when vacancies occur and will maintain records of personnel recommendations.

Person Responsible

Al Cooksey

Schedule

Monthly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Personnel Activity Reports, School Board Recommendations

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

School administrators will provide monthly attestations that document the qualifications of all teachers.

Person Responsible

Sherman Stroman

Schedule

Monthly, from 8/8/2016 to 6/30/2017

Evidence of Completion

Teacher rosters

G4. In order to increase student proficiency in core curricular areas, Jefferson County School District will increase the capacity of educators to deliver standards-based instruction through the establishment and implementation of a comprehensive professional development plan based on student needs as evidenced by assessment data. **1**

 G030368

G4.B1 Teachers' lack of providing standards-based instruction **2**

 B070749

G4.B1.S1 District will provide professional development on using high-yield instructional strategies, such as Kagan Structures. Master teachers will be identified throughout the building using learning walks and observation data. Once identified, model lessons will be taped and made available to faculty for reflections and strategy building. **4**

 S079299

Strategy Rationale

Increased awareness of and proficiency in the use of high-yield instructional strategies will facilitate increased student engagement.

Action Step 1 **5**

District will provide professional development on creating and implementing high-yield instructional strategies such as Kagan Structures.

Person Responsible

Sherman Stroman

Schedule

On 11/19/2015

Evidence of Completion

The district will identify and provide training opportunities to a cadre of instructional personnel in Kagan Structures. The cadre will serve as trainers and models for school staff. All faculty will observe at least one other colleagues each semester and complete a reflection which identifies differentiation strategies used, classroom management techniques as well as other instructional tools outlined in the professional development completed.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Classroom walk-throughs, Lesson plans, formal and informal observations

Person Responsible

Sherman Stroman

Schedule

Quarterly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Classroom walk-throughs, Lesson plans, formal and informal observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom walk-throughs, Lesson plans, formal and informal observations

Person Responsible

Sherman Stroman

Schedule

On 6/30/2016

Evidence of Completion

Progress monitoring, FSA, FCAT 2.0 and EOC

G4.B1.S2 Teachers will utilize high-yield instructional strategies, such as Kagan Structures, as evidenced through lesson plans and learning walks summaries. 4

 S196334

Strategy Rationale

Increased awareness of and proficiency in the use of high-yield instructional strategies will facilitate increased student engagement.

Action Step 1 5

Teachers will receive professional development on high-yield instructional strategies, specifically Kagan, supported by the district cadre.

Person Responsible

Tammy McGriff

Schedule

Quarterly, from 5/2/2016 to 6/30/2017

Evidence of Completion

District PD plan, Attendance records

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Learning walks will be conducted and lesson plans will be reviewed to ensure implementation.

Person Responsible

Sherman Stroman

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, summaries of learning walks

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Student performance data and discipline records will be reviewed.

Person Responsible

Al Cooksey

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, summaries of learning walks, informal evaluation summaries

G4.B1.S3 Hire effective personnel to serve as instructional coaches in reading, mathematics and science who will model high-yield, standards-based instructional strategies and support classroom teachers. The positions will be housed at the school level. 4

 S196335

Strategy Rationale

Increased awareness of and proficiency in the use of high-yield, standards-based instructional strategies will facilitate increased student engagement.

Action Step 1 5

Identify the cadre of instructional personnel who will serve as the support for the implementation of high-yield strategies such as Kagan. Facilitate initial training.

Person Responsible

Sherman Stroman

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Approved leave forms, agenda from training

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Instructional coaches will maintain calendar of coaching and modeling activities.

Person Responsible

Sherman Stroman

Schedule

Monthly, from 8/12/2016 to 5/26/2017

Evidence of Completion

Documentation of classroom learning walks and modeling

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Teacher lesson plans will indicate the implementation of standards-based instruction.

Person Responsible

Sherman Stroman

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Calendar of modeling and support, lesson plans

G4.B1.S4 District and school leadership teams will monitor and support the implementation of frequent high-yield, standards-based instructional strategies. 4

 S196336

Strategy Rationale

Increased awareness of and proficiency in the use of high-yield, standards-based instructional strategies will facilitate increased student engagement.

Action Step 1 5

District cadre will conduct learning walks and provide feedback and support.

Person Responsible

Sherman Stroman

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Teachers' lesson plans and summaries of learning walks will reflect the implementation of high-yield, standards-based instructional strategies.

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Teachers' lesson plans and summaries of learning walks will reflect the implementation of high-yield instructional strategies.

Person Responsible

Sherman Stroman

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student performance data will be improved and there will be a decrease in discipline incidents.

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Teachers' lesson plans and summaries of learning walks will reflect the implementation of high-yield instructional strategies.

Person Responsible

Al Cooksey

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

There will be a decrease in student discipline incidents and student performance will increase.

G4.B2 The lack of the appropriate integration of technology in instruction. 2

 B184902

G4.B2.S1 Provide professional development that will allow immediate integration of technology in instruction. 4

 S196862

Strategy Rationale

Professional development that offers immediate strategies are used more frequently when instructional staff can see the immediate benefits.

Action Step 1 5

Use the Classroom Digital Technology Plan to identify focus areas for training and provide the immediate training in priority.

Person Responsible

Tom Vogelgesang

Schedule

Monthly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Lesson plans and learning walks will reflect the technology integration

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Lesson plans will be reviewed and learning walks will be conducted.

Person Responsible

Tom Vogelgesang

Schedule

Monthly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Student performance will be increased and referrals for discipline incidents will be decreased.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Lesson plans and summaries of learning walks will document the integration of technology

Person Responsible

Tom Vogelgesang

Schedule

Monthly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Student performance will be increased and referrals for discipline incidents will be decreased.

G4.B3 Lack of a systemic professional development plan **2**

B198162

G4.B3.S2 Develop calendar of professional development opportunities/activities which will include an annual district-wide professional development institute prior to the start of the school year. **4**

S209839

Strategy Rationale

If teachers and instructional coaches receive support and professional development in providing standards-based instruction in the content areas, instruction will improve thereby improving student engagement and performance.

Action Step 1 **5**

Establish a district/school plan and distribute to all stakeholders and management team members.

Person Responsible

Sherman Stroman

Schedule

Annually, from 6/13/2016 to 6/30/2016

Evidence of Completion

Calendar of PD established and posted

Plan to Monitor Fidelity of Implementation of G4.B3.S2 **6**

Professional development activities will be announced and participants will be enrolled.

Person Responsible**Schedule**

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Online professional development system will document participation by teachers, instructional coaches and administrators.

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Learning walks will be conducted to ensure the implementation of strategies gained through professional development activities is occurring

Person Responsible

Sherman Stroman

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Summaries from learning walks, lesson plans, student performance data

G5. Jefferson County School District will increase the number of parents and families who are actively involved in the school/district activities. **1**

 G030369

G5.B1 Lack of parent involvement activities that support parent and student needs. **2**

 B198153

G5.B1.S1 Establish and regularly convene a Community Assessment Team. This team will review performance data (academic and social) and make recommendations regarding strategies to improve instruction and student performance. **4**

 S209822

Strategy Rationale

Offering parents and community members immediate information regarding student performance data (academic and social) will afford them the opportunity to understand how performance data is gathered, how it is used and what it means in terms that they understand.

Action Step 1 **5**

School personnel, district personnel and school board members will recommend members will serve on the Community Assessment Team and all members will be invited to attend the initial CAT meeting and subsequent meetings. CAT meetings will be hosted quarterly.

Person Responsible

Tammy McGriff

Schedule

Quarterly, from 5/23/2016 to 6/30/2017

Evidence of Completion

Meeting agenda, attendance records and notes from the meeting(s) will be maintained and posted to the district's website.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 **6**

Meeting agenda and notes will be maintained and publicly shared. Action plans will be established, as necessary for any related tasks.

Person Responsible

Tammy McGriff

Schedule

Quarterly, from 6/2/2016 to 6/30/2017

Evidence of Completion

Meeting notes, attendance, meeting agenda

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Attendance will be reviewed to ensure participation. Personal phone calls will be made to persons who are not in attendance.

Person Responsible

Tammy McGriff

Schedule

Quarterly, from 5/30/2016 to 6/30/2017

Evidence of Completion

Phone logs, emails, attendance records, evidence of members being replaced when they are demonstrated the lack of interest through multiple absences

G5.B1.S2 District Leadership Team /Curriculum Planning Team will establish calendar of at least four (4) Parent/Community Meetings to include venues. These events will engage and inform parents and allow them opportunities to offer input in school and district improvement. 4

 S209823

Strategy Rationale

Providing activities and events where parents and students gain information and resources will increase participation and expand resources available to students and their families.

Action Step 1 5

Develop and publish an event calendar based on student and school needs.

Person Responsible

Kimberli Perry

Schedule

Annually, from 8/1/2016 to 6/30/2017

Evidence of Completion

Attendance records, meeting notes and meeting agenda

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Meeting schedule will be posted.

Person Responsible

Kimberli Perry

Schedule

Annually, from 6/6/2016 to 6/30/2017

Evidence of Completion

Attendance rosters, meeting notes

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B3.S1.A1 A290865	[no content entered]		No Start Date		No End Date one-time
G5.B1.S2.MA1 M252136	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.A1 A082257	District will provide professional development on creating and implementing high-yield...	Stroman, Sherman	11/19/2015	The district will identify and provide training opportunities to a cadre of instructional personnel in Kagan Structures. The cadre will serve as trainers and models for school staff. All faculty will observe at least one other colleagues each semester and complete a reflection which identifies differentiation strategies used, classroom management techniques as well as other instructional tools outlined in the professional development completed.	11/19/2015 one-time
G3.B1.S1.MA1 M000443	Classroom walk-throughs, lesson plans, formal and informal observations.	Cooksey, AI	8/17/2015	Student performance on progress monitoring, FSA, FCAT Retakes, and EOC.	6/30/2016 quarterly
G3.B1.S1.MA1 M000442	Classroom walk-throughs, lesson plans, formal and informal observations.	Cooksey, AI	8/17/2015	Student performance on progress monitoring, FSA, FCAT Retakes and EOC.	6/30/2016 quarterly
G3.B1.S1.A1 A082256	District will provide professional development on how to analyze, interpret data and use data to...	Cooksey, AI	8/17/2015	Progress monitoring, lesson plans, and teacher data notebooks	6/30/2016 quarterly
G4.B1.S1.MA1 M000448	Classroom walk-throughs, Lesson plans, formal and informal observations	Stroman, Sherman	8/17/2015	Progress monitoring, FSA, FCAT 2.0 and EOC	6/30/2016 one-time
G4.B1.S1.MA1 M000447	Classroom walk-throughs, Lesson plans, formal and informal observations	Stroman, Sherman	8/17/2015	Classroom walk-throughs, Lesson plans, formal and informal observations	6/30/2016 quarterly
G2.B1.S2.A1 A261355	Establish a calendar of monthly meetings/conferences to support new/ beginning teachers and...	Stroman, Sherman	6/6/2016	Meeting dates will be established and published on the district's website and entered into the PD system.	6/30/2016 one-time
G3.B3.S2.MA1 M252115	Teachers will be provided support as identified using the walk through tool.	Stroman, Sherman	6/13/2016	Lesson plans reflecting strategies gained through support based on areas identified through walk through instrument; participation records of professional development activities	6/30/2016 one-time
G3.B3.S2.MA1 M252112	The developed tool will be a part of the online system (Edivate) used by the district.	Stroman, Sherman	6/13/2016	The walk through tool will be available for use by all administrators. Completed walk through tools will be maintained on campuses.	6/30/2016 one-time
G3.B3.S2.A1 A261377	Meet with school administrators to review prospective evaluation tool and create a walk through...	Stroman, Sherman	6/13/2016		6/30/2016 one-time
G4.B3.S2.A1 A261383	Establish a district/school plan and distribute to all stakeholders and management team members.	Stroman, Sherman	6/13/2016	Calendar of PD established and posted	6/30/2016 annually
G2.B1.S3.MA1 M252056	Before recruitment bonuses are paid, evidence of employees effectiveness will be documented.	Stroman, Sherman	6/6/2016	References from previous employers, experts in the field or letters of recommendation from instructors with direct knowledge of applicants abilities.	7/29/2016 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1 M252057	Vacant positions will be filled with highly effective personnel prior to the start of the school...	Stroman, Sherman	6/6/2016	Personnel items presented to school board for approval will document vacancy filled.	7/31/2016 annually
G2.B1.S3.A1 A261356	Establish and share a plan for teacher incentives to recruit and maintain highly effective staff in...	Stroman, Sherman	6/6/2016	Incentive plan will be developed and approved by the School Board.	8/31/2016 annually
G2.B1.S2.MA1 M252055	Learning walks conducted by school administrators, instructional coaches and district leaders will...	Stroman, Sherman	8/15/2016	Lessons plans, formative evaluations, learning walk summaries	5/19/2017 monthly
G4.MA1 M000446	We will monitor through learning walks summary, lesson plans, student assessment and student...	Cooksey, Al	8/15/2016	Progress Monitoring, FSA, school wide assessments, curricular assessment and EOCs	5/26/2017 one-time
G4.B1.S2.MA1 M223735	Student performance data and discipline records will be reviewed.	Cooksey, Al	8/15/2016	Lesson plans, summaries of learning walks, informal evaluation summaries	5/26/2017 monthly
G4.B1.S2.MA1 M223734	Learning walks will be conducted and lesson plans will be reviewed to ensure implementation.	Stroman, Sherman	8/15/2016	Lesson plans, summaries of learning walks	5/26/2017 monthly
G4.B3.S2.MA1 M252117	Learning walks will be conducted to ensure the implementation of strategies gained through...	Stroman, Sherman	8/15/2016	Summaries from learning walks, lesson plans, student performance data	5/26/2017 weekly
G4.B1.S3.MA1 M223737	Teacher lesson plans will indicate the implementation of standards-based instruction.	Stroman, Sherman	8/15/2016	Calendar of modeling and support, lesson plans	5/26/2017 monthly
G4.B1.S3.MA1 M223736	Instructional coaches will maintain calendar of coaching and modeling activities.	Stroman, Sherman	8/12/2016	Documentation of classroom learning walks and modeling	5/26/2017 monthly
G4.B1.S3.A1 A243108	Identify the cadre of instructional personnel who will serve as the support for the implementation...	Stroman, Sherman	8/15/2016	Approved leave forms, agenda from training	5/26/2017 monthly
G4.B1.S4.MA1 M223739	Teachers' lesson plans and summaries of learning walks will reflect the implementation of...	Cooksey, Al	8/15/2016	There will be a decrease in student discipline incidents and student performance will increase.	5/26/2017 monthly
G4.B1.S4.MA1 M223738	Teachers' lesson plans and summaries of learning walks will reflect the implementation of...	Stroman, Sherman	8/15/2016	Student performance data will be improved and there will be a decrease in discipline incidents.	5/26/2017 monthly
G4.B1.S4.A1 A243109	District cadre will conduct learning walks and provide feedback and support.	Stroman, Sherman	8/15/2016	Teachers' lesson plans and summaries of learning walks will reflect the implementation of high-yield, standards-based instructional strategies.	5/26/2017 monthly
G2.B1.S1.MA1 M251922	School administrators will monitor lesson plans and conduct learning walks to ensure fidelity of...	McGriff, Tammy	8/15/2016	Summaries of learning walks conducted and lesson plans which include the implementation of Kagan Structures are collected. Monthly discussions of progress will be shared in meetings with the District Leadership Team and school administrators.	5/31/2017 monthly
G4.B3.S2.MA1 M252116	Professional development activities will be announced and participants will be enrolled.		8/15/2016	Online professional development system will document participation by teachers, instructional coaches and administrators.	5/31/2017 monthly
G2.B1.S2.MA1 M252054	Agenda, meeting notes and attendance will be maintained for each of the meetings.	Stroman, Sherman	8/8/2016	Responses from individuals, in the form of portfolios and benefits summaries will be collected and required of all participants.	6/9/2017 one-time
G2.MA1 M251924	Student attendance data, student performance data (progress monitoring assessment), discipline data	Barnhart, Tanishia	6/8/2016	MTSS data and increased graduation rate	6/30/2017 monthly
G3.MA1 M000441	Discovery Education, progress reports, assessments, and student report cards	Cooksey, Al	8/8/2016	FCAT Retakes, FSA, assessments, Discovery Education, curriculum assessments, iReady and EOC	6/30/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.MA1 M000449	Sign-in sheets, attendance records at SAC meetings, PTO meetings, school-sponsored activities,...	McGriff, Tammy	7/1/2016	Sign-in sheets, attendance records at SAC meetings, PTO meetings, school-sponsored activities, parent conferences Parent surveys will also be collected to demonstrate that their needs are being met through activities and or opportunities offered.	6/30/2017 monthly
G4.B2.S1.MA1 M223741	Lesson plans and summaries of learning walks will document the integration of technology	Vogelgesang, Tom	8/15/2016	Student performance will be increased and referrals for discipline incidents will be decreased.	6/30/2017 monthly
G4.B2.S1.MA1 M223740	Lesson plans will be reviewed and learning walks will be conducted.	Vogelgesang, Tom	8/15/2016	Student performance will be increased and referrals for discipline incidents will be decreased.	6/30/2017 monthly
G4.B2.S1.A1 A243110	Use the Classroom Digital Technology Plan to identify focus areas for training and provide the...	Vogelgesang, Tom	8/15/2016	Lesson plans and learning walks will reflect the technology integration	6/30/2017 monthly
G2.B1.S1.MA1 M251923	MTSS data will be reviewed to monitor decreased discipline referrals and increased student...	Barnhart, Tanishia	6/8/2016	MTSS data	6/30/2017 monthly
G2.B1.S1.A1 A261286	Provide annual Kagan Cooperative Learning district-wide with monthly demonstrations and support...	McGriff, Tammy	8/15/2016	Lesson plans and walk through summaries will reflect the implementation of Kagan Structures. Corrective Action Plans, when appropriate, will include Kagan structures.	6/30/2017 monthly
G5.B1.S1.MA1 M252106	Attendance will be reviewed to ensure participation. Personal phone calls will be made to persons...	McGriff, Tammy	5/30/2016	Phone logs, emails, attendance records, evidence of members being replaced when they are demonstrated the lack of interest through multiple absences	6/30/2017 quarterly
G5.B1.S1.MA1 M252105	Meeting agenda and notes will be maintained and publicly shared. Action plans will be established,...	McGriff, Tammy	6/2/2016	Meeting notes, attendance, meeting agenda	6/30/2017 quarterly
G5.B1.S1.A1 A261376	School personnel, district personnel and school board members will recommend members will serve on...	McGriff, Tammy	5/23/2016	Meeting agenda, attendance records and notes from the meeting(s) will be maintained and posted to the district's website.	6/30/2017 quarterly
G4.B1.S2.A1 A242848	Teachers will receive professional development on high-yield instructional strategies, specifically...	McGriff, Tammy	5/2/2016	District PD plan, Attendance records	6/30/2017 quarterly
G5.B1.S2.MA1 M252135	Meeting schedule will be posted.	Perry, Kimberli	6/6/2016	Attendance rosters, meeting notes	6/30/2017 annually
G5.B1.S2.A1 A261395	Develop and publish an event calendar based on student and school needs.	Perry, Kimberli	8/1/2016	Attendance records, meeting notes and meeting agenda	6/30/2017 annually
G3.B3.S3.MA1 M252191	School administrators will provide monthly attestations that document the qualifications of all...	Stroman, Sherman	8/8/2016	Teacher rosters	6/30/2017 monthly
G3.B3.S3.MA1 M252190	HR will provide names of highly qualified personnel when vacancies occur and will maintain records...	Cooksey, Al	8/15/2016	Personnel Activity Reports, School Board Recommendations	6/30/2017 monthly
G3.B3.S3.A1 A261436	Only teachers whose students demonstrate adequate progress based on progress monitoring will be...	Cooksey, Al	8/15/2016	Student progress reports, assessment data, school board recommendations	6/30/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

G2. Jefferson County School District will increase student engagement during instructional delivery as evidenced by decreased discipline referrals and increased student performance based on MTSS data and state assessment results, thereby increasing the number of students on track for graduation.

G2.B1 Lack of classroom management

G2.B1.S1 Provide professional development in Kagan Structures to address student engagement through improved classroom management.

PD Opportunity 1

Provide annual Kagan Cooperative Learning district-wide with monthly demonstrations and support being provided by school administrators, instructional coaches and highly effective teachers. The leadership team will develop a schedule for implementation and monitoring of Kagan Structures.

Facilitator

School Administrators

Participants

All personnel

Schedule

Monthly, from 8/15/2016 to 6/30/2017

G2.B1.S2 Provide a new and beginning teacher and administrator development program in order to establish a system of support for teachers and instructional leaders. The program will be district-based and will meet monthly in order to offer consistent mentoring and support.

PD Opportunity 1

Establish a calendar of monthly meetings/conferences to support new/beginning teachers and instructional leaders.

Facilitator

Sherman Stroman

Participants

Teachers, administrators and instructional coaches

Schedule

On 6/30/2016

G3. Jefferson County School District will effectively evaluate instructional personnel and use the data to provide professional development to teachers in order to facilitate improve the delivery of intervention strategies that will increase student achievement.

G3.B1 Teachers' lack of understanding of how to analyze and utilize data to provide standards-based instruction.

G3.B1.S1 District will host professional development on how to analyze data. Student performance data and progress monitoring data will be incorporated into weekly data chats with administrators, teachers and district liaisons. Instructional coaches will facilitate and support teachers' understanding of data analysis.

PD Opportunity 1

District will provide professional development on how to analyze, interpret data and use data to drive standards-based instruction.

Facilitator

Instructional coaches, FDOE DA Team

Participants

District Team, Administrators, Staff from the elementary and middle/high school

Schedule

Quarterly, from 8/17/2015 to 6/30/2016

G4. In order to increase student proficiency in core curricular areas, Jefferson County School District will increase the capacity of educators to deliver standards-based instruction through the establishment and implementation of a comprehensive professional development plan based on student needs as evidenced by assessment data.

G4.B1 Teachers' lack of providing standards-based instruction

G4.B1.S2 Teachers will utilize high-yield instructional strategies, such as Kagan Structures, as evidenced through lesson plans and learning walks summaries.

PD Opportunity 1

Teachers will receive professional development on high-yield instructional strategies, specifically Kagan, supported by the district cadre.

Facilitator

HR Director, Federal Programs Specialist

Participants

Instructional staff, instructional coaches, administrators

Schedule

Quarterly, from 5/2/2016 to 6/30/2017

G4.B1.S3 Hire effective personnel to serve as instructional coaches in reading, mathematics and science who will model high-yield, standards-based instructional strategies and support classroom teachers. The positions will be housed at the school level.

PD Opportunity 1

Identify the cadre of instructional personnel who will serve as the support for the implementation of high-yield strategies such as Kagan. Facilitate initial training.

Facilitator

HR Director

Participants

Instructional personnel

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G4.B2 The lack of the appropriate integration of technology in instruction.

G4.B2.S1 Provide professional development that will allow immediate integration of technology in instruction.

PD Opportunity 1

Use the Classroom Digital Technology Plan to identify focus areas for training and provide the immediate training in priority.

Facilitator

HR Directory, Federal Programs Specialist, Technology Director

Participants

All personnel

Schedule

Monthly, from 8/15/2016 to 6/30/2017

G4.B3 Lack of a systemic professional development plan

G4.B3.S2 Develop calendar of professional development opportunities/activities which will include an annual district-wide professional development institute prior to the start of the school year.

PD Opportunity 1

Establish a district/school plan and distribute to all stakeholders and management team members.

Facilitator

Title II administrator, Title I administrator

Participants

Teachers, instructional coaches, administrators

Schedule

Annually, from 6/13/2016 to 6/30/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

VII. Budget

1	G2.B1.S1.A1	Provide annual Kagan Cooperative Learning district-wide with monthly demonstrations and support being provided by school administrators, instructional coaches and highly effective teachers. The leadership team will develop a schedule for implementation and monitoring of Kagan Structures.	\$0.00
2	G2.B1.S2.A1	Establish a calendar of monthly meetings/conferences to support new/beginning teachers and instructional leaders.	\$0.00
3	G2.B1.S3.A1	Establish and share a plan for teacher incentives to recruit and maintain highly effective staff in areas identified as critical needs based on school and district performance data.	\$0.00
4	G3.B1.S1.A1	District will provide professional development on how to analyze, interpret data and use data to drive standards-based instruction.	\$0.00
5	G3.B3.S1.A1		\$0.00
6	G3.B3.S2.A1	Meet with school administrators to review prospective evaluation tool and create a walk through tool.	\$0.00
7	G3.B3.S3.A1	Only teachers whose students demonstrate adequate progress based on progress monitoring will be recommended for continued employment. Administrators will review performance data from DE, curriculum resources, and report card grades. Adequate progress will be defined as student performance that is below the established targets in each of the resources.	\$0.00
8	G4.B1.S1.A1	District will provide professional development on creating and implementing high-yield instructional strategies such as Kagan Structures.	\$0.00
9	G4.B1.S2.A1	Teachers will receive professional development on high-yield instructional strategies, specifically Kagan, supported by the district cadre.	\$0.00
10	G4.B1.S3.A1	Identify the cadre of instructional personnel who will serve as the support for the implementation of high-yield strategies such as Kagan. Facilitate initial training.	\$0.00
11	G4.B1.S4.A1	District cadre will conduct learning walks and provide feedback and support.	\$0.00
12	G4.B2.S1.A1	Use the Classroom Digital Technology Plan to identify focus areas for training and provide the immediate training in priority.	\$0.00
13	G4.B3.S2.A1	Establish a district/school plan and distribute to all stakeholders and management team members.	\$0.00
14	G5.B1.S1.A1	School personnel, district personnel and school board members will recommend members will serve on the Community Assessment Team and all members will be invited to attend the initial CAT meeting and subsequent meetings. CAT meetings will be hosted quarterly.	\$0.00
15	G5.B1.S2.A1	Develop and publish an event calendar based on student and school needs.	\$0.00
Total:			\$0.00