2013-2014 SCHOOL IMPROVEMENT PLAN

Jefferson County Middle/High School
50 DAVID RD
Monticello, FL 32344
850-997-3555

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	62%

Alternative/ESE Center	Charter School	Minority Rate
No	No	83%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	F	F	D	D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	1	Sam Foerster

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Jefferson County Middle/High School

Principal
Sandra Kay Collins

School Advisory Council chair
Terri Long

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Terrell Davis	Assistant Principal
Yasmeen Leon	Science Coach
Tyneal Haywood	Math Teacher
Raymont Burke	CTE Coordinator
Kimberly Cummings	Lead Teacher
Tarrah Gordon	Guidance Counselor
Aisha Huggins	Social Studies Coach
Myrtle Johnson	Reading Coach
Altovise Mitchell	Math Coach

District-Level Information

District
Jefferson

Superintendent
Mr. Al Cooksey

Date of school board approval of SIP
1/31/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

President - Terri Long
The membership consists of parents of students and teachers of Jefferson Middle High School. Both parents and teachers are encouraged to join, as well as participate in the monthly scheduled meetings.

Involvement of the SAC in the development of the SIP

The SAC will review FCAT data in Reading, Math, Writing, and Science in order to better understand the improvements needed in each subject areas. We will continue to review data for EOC, CTE and

encourage more student participation in the student ACT and SAT. Members will collaborate and determine best practices needed to incorporate into the SIP along with evaluating and approving the school's annual budget. We will conduct a comprehensive training for all students and parents through SAC in regards to the new graduation requirements.

Activities of the SAC for the upcoming school year

The SAC committee will be involved in approving ways to motivate teachers, students, and parents to improve the overall performance of the school. We will utilize the SAC Committee to promote the school's continuing improvement in the areas of student achievement and student engagement.

Projected use of school improvement funds, including the amount allocated to each project

As of September 3, 2013, JCMHS had 342 students with a projected budget of $.00. These funds will be used to promote school-wide literacy by purchasing sets of books for classroom libraries.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

We are actively recruiting members from the community and parents to participate on the SAC Committee. This will be done through newsletters, parent phone calls and surveys.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sandra Kay Collins		
Principal	Years as Administrator: 17	Years at Current School: 1

Credentials	School Principal, (all Levels) Professional 7/1/2011 - 6/30/2016 ESOL, Endorsement Elementary Education, (grades 1-6)

Performance Record

Terrell Davis		
Asst Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	Athletic Coaching, (grades K - 12) Athletic Coaching 7/1/2012 - 6/30/2015 Educational Leadership, (all Levels) Temporary 7/1/2011 - 6/30/2014 Chemistry, (grades 6 - 12) Biology, (grades 6 - 12)	
Performance Record		

Instructional Coaches

# of instructional coaches
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Myrtle Johnson		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy	
Credentials	Reading, Endorsement Professional 7/1/2011 - 6/30/2016 Elementary Education, (grades K - 6) Educational Leadership, (all Levels)	
Performance Record		

Yasmeen Michelle Leon		
Part-time / District-based	Years as Coach: 4	Years at Current School:
Areas	Science	
Credentials	Educational Leadership, (all Levels) Professional 7/1/2012 - 6/30/2017 Biology, (grades 6 - 12)	
Performance Record		

Altovise Stevens Mitchell		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	Mathematics	
Credentials	Mathematics, (grades 5-9) Professional 7/1/2009 - 6/30/2014	
Performance Record		

Classroom Teachers

# of classroom teachers
38

 # receiving effective rating or higher
29, 76%

 # Highly Qualified Teachers
79%

 # certified in-field
30, 79%

 # ESOL endorsed
4, 11%

 # reading endorsed
2, 5%

 # with advanced degrees
4, 11%

 # National Board Certified
1, 3%

 # first-year teachers
6, 16%

 # with 1-5 years of experience
15, 39%

 # with 6-14 years of experience
9, 24%

 # with 15 or more years of experience
8, 21%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
14

 # receiving effective rating or higher
14, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Provide professional development opportunities from contracted consultant Principal
Teacher Recruitment and Retention Principal and District Administration
Professional Learning Communities during common planning time Instructional Coaches
Educator Mentoring System Principal

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Veteran teachers are place with beginning teachers. They will model, peer-teach and assist teachers with any areas of concern.
Mentors - Altovise Mitchell Tanja Batchelor, Joy Bushnell, Marcus Sims
Mentors - Myrtle Johnson Brandi Gallon, Sarah Burleson, Joshua Crawford, Bryant Harrison

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Principal, Assistant Principals and Guidance team: Provides vision, ensures that the school-based team is implementing RtI, ensures implementation of intervention support, ensures adequate professional development is provided to support RtI and communicates with outside stakeholders regarding school based RtI.
General Education Teachers: RtI strategies and leadership team will consist of one teacher from each academic organization who will provide information about core instruction participates in student data collection and collaborates with other staff to ensure implementation of instruction and support for all students.
Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.
instructional Coaches: Participates in student data collection and evaluation of data, Collaborates with State, school and district staff to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective instructional strategies that support common core standards.
Dean of Students: Participates in student data collection and evaluation of data; facilitates implementation of intervention plans.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS/ RtI Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets monthly. Examples of activities during meetings include reviewing student data (screening, progress monitoring, discipline). The review of data will facilitate identification of students who are meeting/exceeding benchmarks, at moderate or

high risk for not achieving benchmarks and early warning systems. Based on evaluation of data and identification of student needs the team will identify professional development and resources needed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS/RtI Leadership team met with the district administration and other stakeholders to help develop the SIP. The team provided data, helped set goals and expectations, and suggested strategies that would ensure attainment of instructional goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is obtained through Performance Matters, SRI assessment and previous test information.
The data is made available through the use of Scholastic Achievement manager (SAM).
Reading: Hampton Brown-Edge (monitors student reading comprehension)
Read 180 (monitors student comprehension)
Successmaker (monitors next generation reading standards)
Performance Matters mini-assessments
Teacher-created common assessments
Mathematics: Successmaker (monitors next generation math standards)
Essentials of Algebra (tracks and monitors student's math skills)
Carnegie Learning
Corrrective Math
Buckle Down Series
Performance Matters mini-assessments
Science: Ignite Learning (measures next generation science standards)
Brain Pop (interactive learning software)
Gizmo (interactive learning software)
FCIM mini-assessments
Writing: Writes Upon Request (measures comprehension and knowledge of the writing process)
Achieve 3000/Teen Biz (tracks mastery of basic reading skills and writing process)
National Writing Project and Write Score
Data Director mini-assessments
Behavior: Behavior Tracking Forms (school wide pre-referral tracking with interventions/Tier 1)
Educator Handbook (school wide referral tracking system with interventions/Tiers 2 and 3)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development for all instructional and guidance staff will be held after school during staff meeting. The RtI/MTSS Leadership team will provide faculty and staff with ongoing support and informational resources on any implementation throughout the 2013-2014 school year.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

Using data from FCAT 2.0 and benchmark assessments students will be placed into groups based on their areas of growth. Teachers will use teaching practices that are different then those used during the normal school day but will focus on the benchmarks.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through mini assessment/benchmark test that are uploaded into performance matters and used to compare student results.

Who is responsible for monitoring implementation of this strategy?

Administrators, Academic Coaches and Classroom Teachers

Strategy: Summer Program

Minutes added to school year: 5,760

The summer program will act as an extension of the normal academic school year. There are two areas of focus, with the first being students that need remediation in content area courses in order to insure acceleration throughout the year. The other being early acceleration through enrichment practices.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through mini assessment/benchmark test that are uploaded into performance matters and used to compare student results.

Who is responsible for monitoring implementation of this strategy?

Administrators, Academic Coaches and Classroom Teachers

Strategy: Before or After School Program

Minutes added to school year: 9,600

Students will participate in the 21st century program that can be held both before and/or after school. This program will employ teachers that will focus on the enrichment of students through hands on activities, experimentations, and problem solving.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through mini assessment/benchmark test that are uploaded into performance matters and used to compare student results.

Who is responsible for monitoring implementation of this strategy?

Administrators, Academic Coaches, Classroom Teachers and Director of 21st Century

Strategy: Weekend Program

Minutes added to school year: 2,400

The focus of the weekend program is to prepare students for FCAT 2.0 and EOC assessments. The 8-12 program will work with a targeted groups of students based on the previous year FCAT 2.0 and benchmark assessments.During that time students will be concentrating on the areas of math, science, and reading which will directly increase student achievement.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through mini assessment/benchmark test that are uploaded into performance matters and used to compare student results.

Who is responsible for monitoring implementation of this strategy?

Administrators, Academic Coaches and Classroom Teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tarrah Gordon	Guidance Counselor
Joshua Crawford	Dean of Students
Myrtle Johnson	Reading Coach
Altovise Mitchell	Math Coach
Yasmeen Leon	Science Coach
Raymont Burke	CTE Coordinator
Mae Eva Wilson	Media Specialist
Terrell Davis	Assistant Principal
Sandra Kay Collins	Principal

How the school-based LLT functions

The JCMHS Literacy Goals is comprised of creating a shared approach across content areas and grade levels using practical strategies (sentence frames, sentence starters, and paragraph frames) to promote academic literacy. Our monthly meetings will focus on data reviews, challenges, needs and successes regarding meeting the literacy goals that result in significantly higher student achievement. The LLT will meet monthly. Information from our LLT meetings will be shared with the staff during faculty meetings.

Major initiatives of the LLT

1. Infuse the Common Core Literacy Strands in Social Studies and Science
2. Implement the Common Core Reading Strands in English classrooms
3. All JCMHS Faculty members will receive training in Webb's Depth of Knowledge and will continue to work collaboratively to design common assessments.
4. Provide Professional Development Training on the NGCARPD Modules
5. Use reading, writing and shared inquiry strategies to enhance learning school-wide
6. Implement a rigorous English/Language Arts curriculum taught using SpringBoard and AP English Language Curriculum
7. Utilize the Data from Write Score to implement mini-lessons during writer's workshop
8. Implement Pearson's workshop model that includes an opening (teacher directed), work period (student directed) and closure (teacher and student directed)

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The academic areas are divided into grade level teams for the Extended Day sessions. The goal is to provide student engagement, enrichment, and remediation in all Content Areas. The Extended Day is held for forty minutes daily to reinforce, and to provide academic support in Reading, Writing, Math and Science. All academic teachers will use reading strategies in the content areas. Teachers will use a variety of strategies such as, Think-Pair-Share, Close reading, Partner reading, use of graphic organizers, and interactive activities designed to engage students in whole group and small group instruction.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Jefferson County Middle/High School through,applied and integrated courses, helps students see the relevance to their futures by preparing them for the ever-changing world of work, which means not only college readiness, but career readiness. Our CTE program offers a unique opportunity to engage students in an enormous variety of subjects, incorporating academic, creative and technical skills, with the specific goal of preparing students for life after high school.

We implemented the model(s) that best meets the needs of our students and community. We chose an integrated school-to-work curriculum supported by appropriate instruction and assessment. Instructional methods for this integrated curriculum include "applied teaching methods and team-teaching strategies" so that learning is "more contextualized, more integrated or interdisciplinary, student-centered, active, and project based. These teaching and learning processes require our students to solve problems and complete tasks that are found in real-life situations--especially, but not solely, in workplace situations. Students work in small groups to acquire and use information, make decisions, and apply academic knowledge to vocational or real-world frames of reference. Teamwork and hands-on approaches are emphasized. Such instructional practices make learning more meaningful and helps our students to see the applications of their knowledge and skills, and connect learning to the world outside the classroom.

Besides implementing new methods of instruction and assessment, we changed the structure of the school. Class periods are 90 minutes and allow time for project development and team-teaching activities. This also includes a built in extended day for review, remediation and reinforcement in the areas of math, reading, writing and science.

Because most teachers have been trained to teach curricula that are school-based and subject-specific, professional development is necessary for teachers to adopt different roles and teaching strategies. We provide time for our teachers to plan lessons, visit businesses or schools, and meet with the curriculum administrator(s). Staff development time will involve going out into the business community to see what math, science, social studies, language arts, artistic, and occupational skills are required in the contemporary workplace.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Jefferson County Middle/High promotes academic and career planning through providing proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school. With the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century, we complete this goal through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school-counseling program and academic assistance program through our AVID program.

Classroom Guidance
Academic skills support
Organizational, study and test-taking skills
Post-secondary planning and application process
Career planning
Education in understanding self and others
Coping strategies
Peer relationships and effective social skills
Communication, problem-solving, decision-making, conflict resolution and study skills
Career awareness and the world of work
Multicultural/diversity awareness
Individual Student Planning
Goal setting
Academic plans
Career plans
Problem solving
Education in understanding of self, including strengths and weaknesses
Transition plans

Responsive Services
Individual and small-group counseling
Individual/family/school crisis intervention
Peer facilitation
Consultation/collaboration
Referrals
System Support
Professional development
Consultation, collaboration and teaming
Program management and operation

Strategies for improving student readiness for the public postsecondary level

Strategies for improving student readiness for public post-secondary levels based on the Feedback
Report, maintained by the DOE include:
• Identifying student needs pertaining specifically to high school graduation, college enrollment and post-
secondary training opportunities
• Providing and expanding career readiness courses within the curriculum for the emerging 21st century
workforce through CTE programs. Contact vocational schools and programs supported by industry and
community-based partnerships and provide opportunities for students to master academic, technical,
and deep learning skills to complement a range of growing sectors.
• Expanding digital literacy and technology programs in the context of college and career readiness.
• Bringing students who have disengaged or are off-track, through high school graduation to college and
careers.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	33%	No	48%
American Indian				
Asian				
Black/African American	37%	29%	No	43%
Hispanic	38%	33%	No	45%
White	59%	51%	No	63%
English language learners				
Students with disabilities	28%	15%	No	35%
Economically disadvantaged	38%	32%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	38%	65%
Students scoring at or above Achievement Level 4	22	14%	65%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	134	56%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	163	68%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	53	49%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	26%	No	46%
American Indian				
Asian				
Black/African American	35%	18%	No	42%
Hispanic	48%	52%	Yes	54%
White	50%	43%	No	55%
English language learners				
Students with disabilities	28%	18%	No	35%
Economically disadvantaged	38%	24%	No	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	70	49%	65%
Students in lowest 25% making learning gains (EOC)	104	73%	80%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		65%
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	21%	65%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		65%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		18%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		40
Participation in STEM-related experiences provided for students	16	20%	50%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	16	4%	10%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	10%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	2		4
Students taking CTE-STEM industry certification exams	0	0%	10%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	10%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	50	0%	10%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	2	2%	6%
Completion rate (%) for CTE students enrolled in *accelerated* courses		3%	6%
Students taking CTE industry certification exams	8	3%	6%
Passing rate (%) for students who take CTE industry certification exams		79%	6%
CTE program concentrators	5	3%	6%
CTE teachers holding appropriate industry certifications	0	0%	2%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	58	12%	5%
Students in ninth grade with one or more absences within the first 20 days	20	32%	10%
Students in ninth grade who fail two or more courses in any subject	4	6%	1%
Students with grade point average less than 2.0	50	11%	5%
Students who fail to progress on-time to tenth grade	3	5%	1%
Students who receive two or more behavior referrals	117	25%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	92	19%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	26	57%	75%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	2	4%	75%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	2	4%	75%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

JEFFERSON Title I, Part A Parental Involvement Plan
I, Al Cooksey , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.
Assurances
• The LEA will put into operation programs, activities, and procedures for the involvement of parents in

all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
• Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
• The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
• In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
• If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
• The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
• The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and
Signature of Superintendent or Designee
(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.) Date Signed
Mission Statement
Parental Involvement Mission Statement (Optional)
Response: * To use family, school and community partnerships to strengthen schools and improve student achievement;
* To increase opportunities for families to be more engaged in their children's learning at school, at home and in the community; and
* To support and give input to the District's Strategic Plan.

_____
Involvement of Parents
Describe the actions the LEA will take to involve parents in the following required policies/plans:
• LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
• LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
• How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].
Response: Jefferson County Schools will maintain a Title I District Parent Involvement Committee that meets monthly to monitor, evaluate, and revise the district parent involvement plan and all associated activities. All committee meetings are open to the public, and all parents are encouraged to participate. This PI Committee also reviews the district Title I plan (LEA plan, per Sections 1112(c)(H), 1112(d)(1)), current Title I RFA and budget, and is involved in making revisions to the LEA plan. The District PI Committee distributes the District PI Plan to every family in the district, surveys parents annually concerning parent involvement, and uses the survey data and comments to review and revise the PI Plan.
Jefferson County School District and the Title I District Parent Involvement Committee will assist each school in the maintenance of a School Advisory Council (SAC) whose membership includes a majority (>50%) of parents. Each SAC is responsible for developing and implementing the School Improvement Plan, as required by the Florida Differentiated Accountability Model, and the included School Parent Involvement Plan. The SAC, as part of the annual evaluation process, reviews Parent Surveys and

student achievement data, using said data to drive revisions for the current plan. Through this process, and as part of the SIP, SAC members determine revisions to the School-Parent Compact and determine how the funds reserved for parental involvement will be spent. District Title I personnel, including the Federal Programs Specialist and District Parent Involvement Coordinator, will provide technical assistance and resources to the schools for completion of the School Improvement Plans and activities.

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Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: Jefferson County School District will maintain a Title I - funded district wide Parent Involvement Coordinator who will work closely with district personnel, school personnel, and parents to coordinate all parent involvement activities. The PI Coordinator will meet with each school principal to develop a calendar of workshops for parents, based on the School PI Plan, and will disseminate the calendar to all parents along with the School PI Plan. Ongoing announcements, updates, and reminders will be sent by the PI Coordinator to all parents via school newsletters, local newspaper, and ConnectED phone calls.

District personnel and the PI Coordinator will disseminate, collect, and tabulate data from the Parent Surveys for the schools. This data, along with collected comments, will be used by the school SAC to revise the school-level PIP. Schools are required to use the FLDOE-issued template for their PI Plans. Prior to submission of the School PIPs to the FLDOE, the Federal Programs Specialist and the District PI Committee will review each School PIP to ensure compliance, using the checklist provided by the FLDOE.

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Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count Program Coordination

1 Jefferson County Coalition (Healthy Start/Department of Health) and JC Whole Child Federal Programs Specialist and District Parent Involvement Coordinator attend meetings, networking and coordinating activities with local agencies.

2 Voluntary Pre-Kindergarten District personnel, District PI Coordinator, and elementary school principal provides transition programs and workshops for VPK parents

3 Title I Parts C and D, Title III, Title IV District will coordinate with FLDOE and PAEC program specialists to identify barriers to greater participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migrant, are homeless, have children identified as delinquent, are of any racial or ethnic minority background, or are working parents with time and scheduling constraints. Develop strategies to reduce, overcome, and/or eliminate identified barriers.

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Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: The District Parent Involvement Committee, District Personnel and the PI Coordinator will revise, disseminate, and collect Title I Parent Surveys on an annual basis. Survey data and comments

are compiled and reviewed by the District PI Committee (majority of membership is parents) and is reported to parents, school personnel and SACs. Participation data is reviewed and analyzed. All of this data is then used to evaluate the content and effectiveness of the PI Plan and associated activities and to identify barriers to participation prior to making revisions to the Plan. Once the needs and barriers are identified, PI activities to meet the needs and overcome the identified barriers are written into the revised plan.

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Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 Market and support all school PI workshops and activities. Federal Programs Specialist Builds capacity for parent involvement; individual school parent sessions include Annual Meeting requirements, state academic content standards, student achievement standards and information about state & local assessments, inc. alternative asmts. August 2013-May 2014 Number of participants

2 Enhance technology to improve communications between home and school, support website enhancements, teacher webpages, and school-parent email communications. Technology Department Builds capacity for parents to monitor their child's progress and to work with educators to improve the achievement of their child. August 2013-May 2014 Parent survey results, comments concerning electronic communications

3 Create and disseminate user-friendly brochures containing required academic & assessment information. District PI Committee Builds capacity for parent involvement; individual school parent sessions include Annual Meeting requirements, state academic content standards, student achievement standards and information about state & local assessments, including alternative assessments. October 2013-January 2014 Parent surveys, comments concerning brochures

4 Provide human resources & material resources to coordinate & implement school-based PI activities. Parent Involvement Coordinator Builds capacity for parent involvement; individual school parent sessions include Annual Meeting requirements, state academic content standards, student achievement standards and information about state & local assessments, including alternative asmts. August 2013-May 2014 Number of participants

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Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 Building Family Friendly Schools -- value of parental involvement, communicating & working with parents Parent Involvement Coordinator Parents as partners with child and school. August 2013 Number of participants; Parent Survey responses

2 Engaging Parents In Schools, implementing & coordinating a parental involvement program Parent Involvement Coordinator Parents as partners with child and school. September 2013 - May 2014 Number of participants; Parent Survey responses

3 Empowering Parents with Skills to Assist Students at Home (Parent University) Parent Involvement Coordinator Parents as partners with child and school. July 2014 Increased number of parent participants

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Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for

all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: The District Parent Involvement Committee has identified the need for effective management of information and marketing as the need with the highest priority for the 2013-2014 plan. Actions that the committee will undertake in order to support the school-based activities include:

• District Personnel will coordinate with FLDOE and Panhandle Area Education Consortium (PAEC) program specialists to identify barriers to greater participation by parents of children with limited English proficiency, disabilities, migratory children, and working parents with time and schedule constraints. Strategies to reduce, overcome, and/or eliminate identified barriers will be developed by the District PI Committee to be recommended for implementation in the School-level plans. School and parent programs, meetings, reports, and other activities information will be shared in a format that is easily understandable for parents, using clear organization and language at an appropriate level. The District has secured the services of a translator who will attend school meetings to assist parents of LEP students. Printed materials will be disseminated in native language to the extent practical, with translator services available when printed translations are not available.

• Parent information, including translated materials, will be disseminated in a variety of venues including District Website, JC Coalition meetings, school front offices, Jefferson Department of Health, business marquees, ConnectED telephone alert system, and local churches. Additionally, parent involvement activities will be "advertised" in the local newspaper via letters to the editor and in local church bulletins. Members of the District PI Committee will volunteer to distribute PI information at school sports events.

• The school district website will be promoted by including the website address on school mail outs (such as the required the annual School Report card), in church bulletins, letters to the editor of local papers, and on school newsletters.

• Title I parent activities, Annual Meetings, plan dissemination/explanation, and other Title program information will be disseminated to parents.

• District Parent Involvement Committee member representatives will present "Parent Involvement Updates & Activities" monthly at City Council, County Commission, and School Board meetings.

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Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count Activity Description of Implementation Strategy Person Responsible Anticipated Impact on Student Achievement Timeline

1 Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; Conduct a district-wide summer "Parent University" for parents, to include literacy training and other relevant topics (such as bullying, social networking, homework help, finding funds for college). Parent Involvement Coordinator Building parent capacity for parental involvement. July 2014

2 Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)]; Refreshments at meetings (close to meal times); childcare at site; transport to meetings as needed Parent Involvement Coordinator Building parent capacity for parental involvement. August 2013-June 2014

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Upload Evidence of Input from Parents
Upload evidence of parent input in the development of the plan.
Uploaded Document

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Evaluation of the 2012-2013 Parental Involvement Plan
Building Capacity Summary
Provide a summary of the activities provided during the 2012-2013 school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement
1 Market and support all school PI workshops and activities. 25 1475 Builds capacity for parent involvement; individual school parent sessions include Annual Meeting requirements, state academic content standards, student achievement standards and information about state & local assessments, inc. alternative asmts.
2 Enhance technology to improve communications between home and school, support website enhancements, teacher webpages, and school-parent email communications. 32 1475 Builds capacity for parents to monitor their child's progress and to work with educators to improve the achievement of their child.
3 Create and disseminate user-friendly brochures containing required academic & assessment information. 2 900 Builds capacity for parent involvement; individual school parent sessions include Annual Meeting requirements, state academic content standards, student achievement standards and information about state & local assessments, including alternative assessments.
4 Provide human resources & material resources to coordinate & implement school-based PI activities. 25 1475 Builds capacity for parent involvement; individual school parent sessions include Annual Meeting requirements, state academic content standards, student achievement standards and information about state & local assessments, including alternative asmts.

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Staff Training Summary
Provide a summary of the professional development activities provided during the 2012-2013 school year by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement
1 Building Family Friendly Schools -- value of parental involvement, communicating & working with parents 1 67 Parents as partners with child and school.
2 Engaging Parents In Schools, implementing & coordinating a parental involvement program 1 67 Parents as partners with child and school.
3 Empowering Parents with Skills to Assist Students at Home (Parent University) 1 67 Parents as partners with child and school.

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Private School Summary
Provide a summary of the parental involvement activities provided during the 2011-2012 school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].
X Not Applicable

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Barriers
Describe the barriers which hindered participation by parents in parental involvement activities during the 2012-2013 school year. Include the steps the LEA will take during the 2013-2014 school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].
count Barrier (Including the Specific Subgroup) Steps the School will Take to Overcome
1 Transportation continues to be the greatest barrier to parent involvement, specifically, related to activities held at each of the school sites. The district has planned activities that will be hosted in communities so that parents can easily access services.

_____
Best Practices (Optional)
Describe the parental involvement activity/strategy implemented during the 2012-2013 school year the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)
count Content/Purpose Description of the Activity

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase participation from 25% to at least 40%		25%	40%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. We will dramatically increase the quality and quantity of academic vocabulary and written engagement each student experiences, in all core subjects, through explicit instruction, consistent routines and structured accountable responses.

G2. Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Goals Detail

G1. We will dramatically increase the quality and quantity of academic vocabulary and written engagement each student experiences, in all core subjects, through explicit instruction, consistent routines and structured accountable responses.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Professional Development on Vocabulary

- Academic Coaches creating school wide vocabulary list needed for each grade level.

- Graphic organizer, interactive word walls, centers, index cards, and powerpoint.

- Items specification

Targeted Barriers to Achieving the Goal

- Lack of implementation of learning stations and cooperative learning.

- Lack of prerequisite skills and background knowledge

- Implementation of literacy strategies

- Lack of rigor embedded within instruction.

Plan to Monitor Progress Toward the Goal

Baseline, Bi-weekly, Mid-year,

Person or Persons Responsible
Principal, Assistant Principal, Academic Coaches

Target Dates or Schedule:
Bi Weekly

Evidence of Completion:
Student scoring 70% or higher on assessed standards

G2. Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Professional Development on Career Awareness, Curriculum Alignment to NGSS and Common Core standards.

- Academic Coaches create and implement interventions for students scoring below grade level in reading and math.

- Graphic organizer, interactive word walls, centers, index cards, and powerpoint.
- Items specification

Targeted Barriers to Achieving the Goal

- Lack of Motivation

- Lack of prerequisite skills and background knowledge

- Lack of implementation of learning stations and cooperative learning.

- Lack of rigor embedded within instruction.

Plan to Monitor Progress Toward the Goal

Baseline, Bi-weekly, Mid-year,

Person or Persons Responsible
Principal, Assistant Principal, Academic Coaches

Target Dates or Schedule:
Bi Weekly

Evidence of Completion:
Student scoring 70% or higher on assessed standards

Action Plan for Improvement

Problem Solving Key

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

G1. We will dramatically increase the quality and quantity of academic vocabulary and written engagement each student experiences, in all core subjects, through explicit instruction, consistent routines and structured accountable responses.

G1.B1 Lack of implementation of learning stations and cooperative learning.

G1.B1.S1 Cooperative learning groups and learning station PD

Action Step 1

Provide cooperative learning strategies along with instructional sequence professional development

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Evident during Classroom Walkthroughs Documented in Lesson Plans

Facilitator:

Academic Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Lesson Plans Bi - Weekly Classroom Walkthroughs Observations

Person or Persons Responsible

Academic Coaches School Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

- Increased participation of learning stations and cooperative learning groups - Increased scores on progress monitored assessments - FCAT and EOC goals met for 2013 - 2014 school year

Plan to Monitor Effectiveness of G1.B1.S1

Progress Monitored FCIM Assessments Mid - year assessments

Person or Persons Responsible

Teacher Academic Coach School Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Documents Progress Monitoring, Assessments, FCAT and EOC scores

G1.B2 Lack of prerequisite skills and background knowledge

G1.B2.S1 Teachers will provide students with pretest at the beginning of the week. Teachers will provide students with resources such as flocabulary, graphic organizers, index cards, and powerpoint.

Action Step 1

- Pre-test

Person or Persons Responsible

Academic Coaches Teachers (Best Practices)

Target Dates or Schedule

Ongoing

Evidence of Completion

- Classroom walkthrough documents - Inclusion within lesson plans - Department meeting minutes

Facilitator:

Academic Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

- Observations - Lesson Plans - Classroom Walkthroughs

Person or Persons Responsible

Principal Assistant Principal Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased performance on: Mid - year assessment Bi- weekly FCIM benchmark assessments 2014 8th Grade FCAT and Biology EOC Exams

Plan to Monitor Effectiveness of G1.B2.S1

- Increased scores on classroom assessments - Increased ability to communicate in writing and verbally

Person or Persons Responsible

Teachers (Peer review) Academic Coaches Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

- Coaching Logs - Classroom Walkthrough Documents

G1.B3 Implementation of literacy strategies

G1.B3.S1 Teachers will incorporate essential vocabulary in each subject area. Word walls will be referenced frequently during instruction. Instruction will also include: mechanics of writing and reading, Greek and Latin word roots and daily independent reading.

Action Step 1

- Classroom Walkthroughs - Coaching Logs - Science notebooks

Person or Persons Responsible

Academic Coaches Assistant Principal Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

- Increased progress monitoring scores (bi-weekly benchmarks) -Mid- year data from baseline assessment - FCAT Assessment and EOC Assessment

Facilitator:

Academic Coach

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G1.B3.S1

- School wide Notebooks -Cornell Notes - Learning Stations - Assessments

Person or Persons Responsible

Academic Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

-Vocabulary rich classrooms - Increased performance on Progress Monitoring, FCAT assessments and EOCs

Plan to Monitor Effectiveness of G1.B3.S1

- Classroom Walkthrough Documents - Lesson Plans - Student writings in journal/ workbook/ notebooks

Person or Persons Responsible

Academic Coaches Assistant Principal Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

- Increased Bi-weekly Assessments scores - Increases in School wide Progress Monitoring

G1.B4 Lack of rigor embedded within instruction.

G1.B4.S1 JCMHS will generate one cycle of lesson study each nine week as a means of increasing rigorous academic experiences towards student teaching and learning. Teachers will work collaboratively planning, teaching, observing, and critiquing lessons focused on a research question students will explore.

Action Step 1

Complete one lesson study cycle

Person or Persons Responsible

School Wide

Target Dates or Schedule

Every nine weeks

Evidence of Completion

lesson study documents

Facilitator:

Academic Coachses

Participants:

School wide

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Person or Persons Responsible

Science Coach Assistant Principal Principal

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Video of lesson Coaching Logs Classroom walkthroughs

Plan to Monitor Effectiveness of G1.B4.S1

- Classroom observation of colleagues classroom - Teachers ability to formulate rigorous lessons and instructions resulting in focused teaching and learning within classrooms

Person or Persons Responsible

Teachers Academic Coaches Assistant Principal Principal

Target Dates or Schedule

One cycle ; every nine weeks

Evidence of Completion

- Video of Lesson Study - Completed Lesson Study planning notes - Completed Lesson Plan from study

G2. Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

G2.B1 Lack of Motivation

G2.B1.S1 Use variety of teaching techniques such as, modeling; think aloud, graphic organizers, collaborative pairs, etc, Positive Behavior Strategies to help students become responsible for their learning.

Action Step 1

Provide cooperative learning strategies along with instructional sequence professional development

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Evident during Classroom Walkthroughs Documented in Lesson Plans

Facilitator:

Academic Coaches

Participants:

Teachers

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

Lesson Plans Bi - Weekly Classroom Walkthroughs Observations

Person or Persons Responsible

Academic Coaches School Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

- Increased participation of learning stations and cooperative learning groups - Increased scores on progress monitored assessments - FCAT and EOC goals met for 2013 - 2014 school year

Plan to Monitor Effectiveness of G2.B1.S1

Progress Monitored FCIM Assessments Mid - year assessments

Person or Persons Responsible

Teacher Academic Coach School Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Documents Progress Monitoring, Assessments, FCAT and EOC scores

G2.B2 Lack of prerequisite skills and background knowledge

G2.B2.S1 Teachers will provide students with pretest at the beginning of the week. Teachers will provide students with resources such as flocabulary, graphic organizers, index cards, and powerpoint.

Action Step 1

- Pre-test

Person or Persons Responsible

Academic Coaches Teachers (Best Practices)

Target Dates or Schedule

Ongoing

Evidence of Completion

- Classroom walkthrough documents - Inclusion within lesson plans - Department meeting minutes

Facilitator:

Academic Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

- Observations - Lesson Plans - Classroom Walkthroughs

Person or Persons Responsible

Principal Assistant Principal Academic Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased performance on: Mid - year assessment Bi- weekly benchmark assessments 2014 FCAT and EOC Exams

Plan to Monitor Effectiveness of G2.B2.S1

- Increased scores on classroom assessments - Increased ability to communicate in writing and verbally

Person or Persons Responsible

Teachers (Peer review) Academic Coaches Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

- Coaching Logs - Classroom Walkthrough Documents

G2.B3 Lack of implementation of learning stations and cooperative learning.

G2.B3.S1 Cooperative learning groups and learning station PD.

Action Step 1

- Classroom Walkthroughs - Coaching Logs - Student notebooks

Person or Persons Responsible

Academic Coaches Assistant Principal Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

- Increased progress monitoring scores (bi-weekly benchmarks) - Mid- year data from baseline assessment - FCAT Assessment and EOC Assessment

Facilitator:

Academic Coach

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G2.B3.S1

- School wide Notebooks - Cornell Notes - Learning Stations - Assessments

Person or Persons Responsible

Academic Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

-Vocabulary rich classrooms - Increased performance on Progress Monitoring, FCAT assessments and EOCs

Plan to Monitor Effectiveness of G2.B3.S1

- Classroom Walkthrough Documents - Lesson Plans - Student writings in journal/ workbook/ notebooks

Person or Persons Responsible

Academic Coaches Assistant Principal Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

- Increased Bi-weekly Assessments scores - Increases in School wide Progress Monitoring

G2.B4 Lack of rigor embedded within instruction.

G2.B4.S1 Teachers will work collaboratively planning, teaching, implementing suggested strategies such as cooperative learning strategies, checking for understanding and less teacher talk during instruction.

Action Step 1

Peer to Peer Classroom Modeling PD

Person or Persons Responsible

School Wide

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Peer Reflection and Implementation in classrooms.

Facilitator:

Academic Coaches

Participants:

School wide

Plan to Monitor Fidelity of Implementation of G2.B4.S1

- Lesson Plans - Bi - Weekly Classroom Walkthroughs - Observations

Person or Persons Responsible

Academic Coaches Assistant Principal Principal

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Coaching Logs Classroom walkthroughs

Plan to Monitor Effectiveness of G2.B4.S1

- Classroom observation of colleagues classroom - Teachers ability to formulate rigorous lessons and experiences resulting in focused teaching and learning within classrooms

Person or Persons Responsible

Teachers Coaches Assistant Principal Principal

Target Dates or Schedule

One cycle ; every nine weeks

Evidence of Completion

- Implementation in classrooms - Completed Peer to Peer Modeling notes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Title I,Part A (including 1003(a) and SIG 1003(g) ARRA) funds are used for personnel (reading teachers and HQ instructional assistants), materials/supplies, Performance Matters, Achieve 3000, PD 360, Success Maker, Read 180, license fees, after school/Saturday/summer academic programs, contracted services,professional development with the EMO in Content Areas, school improvement activities, supplemental educational services for students and parent involvement activities. title I partners with TCC/ 21stCCLC for after school and summer school extended learning opportunities. Several of these activities are split-funded with other Title programs.
Title I, Part C-Migrant
Jefferson County Migrant Program services are conducted through PAEC, as part of the multi-county consortium effort to serve migrant students.
TitleI, Part D
Title I, Part D, supports the partial funding of a Credit Recovery teacher for the high school.
Title II
Title II, Part A funds professional development activities for instructional personnel and administrators, including district level PD, school level PD, and individual PD. All professional development activities are aligned to district goals, school goals, and individual goals as identified in the IPDP. Funds are also used to pay for PD stipends and performance incentives.
Title III
The school does not receive Title III funding.
Title X - Homeless
The school does not receive Title X funding.
Supplemental Academic Instruction (SAI)
Supplemental Academic Instruction is provided through the 21st Century Community Learning Grant. The purpose of this grant is to significantly improve student achievement of at-risk students at Jefferson County Middle/High School. This grant complements the regular school day by promoting learning to improve student outcomes after-school, on non-school days and during the summer. In addition, it provides academic enrichment activities of high quality to strengthen learning, tutorial services and to meet the New Generation Sunshine State Standards.
Character development, drug and violence prevention, counseling, art, music, recreation, cultural enrichment to engage students and improve life skills. This grant also engage family members of the 21st CCLC students by providing Adult Education and Family Literacy activities.
Violence Prevention Programs
Violent Prevention activities are offered through the 21st Century Community Learning Grant.
Nutrition Programs
The school's food program serves approximately 440 students breakfast and lunch daily. Follow guidelines from the alliance for a Healthier Generation and provides snacks for the After School Program. We are aligned to the district wellness policy.
Housing Programs
N/A
Head Start
N/A
Adult Education
The 21st Century Community Learning Grant engages family members of the 21st CCLC students Adult Education development opportunities.
Career and Technical Education

Carl Perkins funds support three career academies, Graphic Design, Agri-Science, Health Occupations and Criminal Justice. Carl Perkins funds are also used for professional development activities for vocational teachers.

The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant supports early college preparation activities for students in grades seven through twelve. Tallahassee Community College (TCC) is the feeder community college that supports GEAR UP through the following methods: dual enrollment tuition for GEAR UP support and tutoring support; scholarship support through the TCC Foundation. The GEAR UP program funds a full time GEAR UP coach for JCMHS.

The College Board with Springboard partners with JCMHS to provide a comprehensive package of tools for preparing students for success. Resources include model instructional units with strategies, exercises, and additional resources correlated to the College Board for College Success. Funding is provided by a partnership with the Florida GEAR UP Grant.

Job Training

Other

Title VI - Funds the credit recovery portion of the Odyssey Ware program.

Race To The Top (RTTT) - Provides additional support in the area of technology and personnel (Centralized Services.)

Tuition reimbursement for teachers for STEM Academy/dual enrollment certification coursework.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will dramatically increase the quality and quantity of academic vocabulary and written engagement each student experiences, in all core subjects, through explicit instruction, consistent routines and structured accountable responses.

G1.B1 Lack of implementation of learning stations and cooperative learning.

G1.B1.S1 Cooperative learning groups and learning station PD

PD Opportunity 1

Provide cooperative learning strategies along with instructional sequence professional development

Facilitator

Academic Coaches

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Evident during Classroom Walkthroughs Documented in Lesson Plans

G1.B2 Lack of prerequisite skills and background knowledge

G1.B2.S1 Teachers will provide students with pretest at the beginning of the week. Teachers will provide students with resources such as flocabulary, graphic organizers, index cards, and powerpoint.

PD Opportunity 1

- Pre-test

Facilitator

Academic Coaches

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

- Classroom walkthrough documents - Inclusion within lesson plans - Department meeting minutes

G1.B3 Implementation of literacy strategies

G1.B3.S1 Teachers will incorporate essential vocabulary in each subject area. Word walls will be referenced frequently during instruction. Instruction will also include: mechanics of writing and reading, Greek and Latin word roots and daily independent reading.

PD Opportunity 1

- Classroom Walkthroughs - Coaching Logs - Science notebooks

Facilitator

Academic Coach

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

- Increased progress monitoring scores (bi-weekly benchmarks) -Mid- year data from baseline assessment - FCAT Assessment and EOC Assessment

G1.B4 Lack of rigor embedded within instruction.

G1.B4.S1 JCMHS will generate one cycle of lesson study each nine week as a means of increasing rigorous academic experiences towards student teaching and learning. Teachers will work collaboratively planning, teaching, observing, and critiquing lessons focused on a research question students will explore.

PD Opportunity 1

Complete one lesson study cycle

Facilitator

Academic Coachses

Participants

School wide

Target Dates or Schedule

Every nine weeks

Evidence of Completion

lesson study documents

G2. Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

G2.B1 Lack of Motivation

G2.B1.S1 Use variety of teaching techniques such as, modeling; think aloud, graphic organizers, collaborative pairs, etc, Positive Behavior Strategies to help students become responsible for their learning.

PD Opportunity 1

Provide cooperative learning strategies along with instructional sequence professional development

Facilitator

Academic Coaches

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Evident during Classroom Walkthroughs Documented in Lesson Plans

G2.B2 Lack of prerequisite skills and background knowledge

G2.B2.S1 Teachers will provide students with pretest at the beginning of the week. Teachers will provide students with resources such as flocabulary, graphic organizers, index cards, and powerpoint.

PD Opportunity 1

- Pre-test

Facilitator

Academic Coaches

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

- Classroom walkthrough documents - Inclusion within lesson plans - Department meeting minutes

G2.B3 Lack of implementation of learning stations and cooperative learning.

G2.B3.S1 Cooperative learning groups and learning station PD.

PD Opportunity 1

- Classroom Walkthroughs - Coaching Logs - Student notebooks

Facilitator

Academic Coach

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

- Increased progress monitoring scores (bi-weekly benchmarks) - Mid- year data from baseline assessment - FCAT Assessment and EOC Assessment

G2.B4 Lack of rigor embedded within instruction.

G2.B4.S1 Teachers will work collaboratively planning, teaching, implementing suggested strategies such as cooperative learning strategies, checking for understanding and less teacher talk during instruction.

PD Opportunity 1

Peer to Peer Classroom Modeling PD

Facilitator

Academic Coaches

Participants

School wide

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Peer Reflection and Implementation in classrooms.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	We will dramatically increase the quality and quantity of academic vocabulary and written engagement each student experiences, in all core subjects, through explicit instruction, consistent routines and structured accountable responses.	$15,000
G2.	Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.	$20,000
	Total	$35,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
SIG, Title 1, and Title 2	$10,000	$10,000
Title I, Title II, SIG	$5,000	$5,000
SIG, Title 1, Title 2	$20,000	$20,000
Total	$35,000	$35,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. We will dramatically increase the quality and quantity of academic vocabulary and written engagement each student experiences, in all core subjects, through explicit instruction, consistent routines and structured accountable responses.

G1.B1 Lack of implementation of learning stations and cooperative learning.

G1.B1.S1 Cooperative learning groups and learning station PD

Action Step 1

Provide cooperative learning strategies along with instructional sequence professional development

Resource Type

Evidence-Based Program

Resource

Federal Grants

Funding Source

Title I, Title II, SIG

Amount Needed

$5,000

G1.B4 Lack of rigor embedded within instruction.

G1.B4.S1 JCMHS will generate one cycle of lesson study each nine week as a means of increasing rigorous academic experiences towards student teaching and learning. Teachers will work collaboratively planning, teaching, observing, and critiquing lessons focused on a research question students will explore.

Action Step 1

Complete one lesson study cycle

Resource Type

Evidence-Based Program

Resource

Federal Programs

Funding Source

SIG, Title 1, and Title 2

Amount Needed

$10,000

G2. Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

G2.B1 Lack of Motivation

G2.B1.S1 Use variety of teaching techniques such as, modeling; think aloud, graphic organizers, collaborative pairs, etc, Positive Behavior Strategies to help students become responsible for their learning.

Action Step 1

Provide cooperative learning strategies along with instructional sequence professional development

Resource Type

Evidence-Based Program

Resource

Federal Programs

Funding Source

SIG, Title 1, Title 2

Amount Needed

$10,000

G2.B4 Lack of rigor embedded within instruction.

G2.B4.S1 Teachers will work collaboratively planning, teaching, implementing suggested strategies such as cooperative learning strategies, checking for understanding and less teacher talk during instruction.

Action Step 1

Peer to Peer Classroom Modeling PD

Resource Type

Evidence-Based Program

Resource

Federal Programs

Funding Source

SIG, Title 1, Title 2

Amount Needed

$10,000