

**FLORIDA DEPARTMENT OF EDUCATION
2013-2014 DISTRICT IMPROVEMENT and
ASSISTANCE PLAN**



District: 33 - Jefferson
Superintendent: Mr. Al Cooksey
Last Modified on: 10/04/2013

Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

Regional Executive Director	Region 1 -
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District Improvement Planning

District Leadership Team

Provide the following contact information for each member of the district leadership team, including the position dedicated to leading the turnaround effort at the district level.:

Sandra Collins

Title District Turnaround Agent/Principal
Email kay.collins@jeffersonschooldistrict.org
Phone 850-997-3555

Function & Responsibility

Assist the Principal of the school campus in developing, reviewing, and revising the campus improvement plan for the purpose of improving student performance for all student populations with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Myrtle Johnson

Title Reading/Language Art Coach
Email myrtle.johnson@jeffersonschooldistrict.org
Phone 850-997-3555

Function & Responsibility

Assist the Principal on regular basis in the planning, curriculum, school organization, with a focus on ELA.

Shawntrice Oliver

Title Reading Coach
Email shawntrice.oliver@jeffersonschooldistrict.org
Phone 850-342-0295

Function & Responsibility

Assist the Principal on regular basis in the planning, curriculum, school organization, with a focus on Elementary Reading.

Daphne Hill

Title Science Coach
Email daphne.hill@jeffersonschooldistrict.org
Phone 850-342-0115

Function & Responsibility

Assist the Principal on regular basis in the planning, curriculum, school organization, with a focus on Elementary Science.

Tanisha Barnhart

Title Math Coach
Email tanisha.barnhart@jeffersonschooldistrict.org
Phone 850-342-0115

Function & Responsibility

Assist the Principal on regular basis in the planning, curriculum, school organization, with a focus on Elementary Math.

Kimberly Cummings

Title Data Coach
Email kimberly.cummings@jeffersonschooldistrict.org
Phone 850-997-3555

Function & Responsibility

Assist the Principal on regular basis in planning, curriculum, school organization, with a focus on Graduation Rates and assessment data. Analyzes information related to dropout prevention for middle and high school campus i.e. graduation rates, dropout rates, credits earned, retention rates, and expulsions.

Gwen Coverson

Title Principal
Email gwen.coverson@jeffersonschooldistrict.org
Phone 850-342-0115

Function & Responsibility

Principal will focus on planning, curriculum, school organization, budgets, staffing patterns, staff development, and community relations, while also supervising the day to day operations of Jefferson County Elementary School.

Sherman Stroman

Title Human Resource Director
Email sherman.stroman@jeffersonschooldistrict.org
Phone 850-342-0100

Function & Responsibility

Assist district with appropriate human resource leadership while helping understand the staffing patterns and staff development.

Nancy Whitty

Title Assistant Principal
Email nancy.whitty@jeffersonschooldistrict.org
Phone 850-342-0115

Function & Responsibility

Assist the Principal on a regular basis in the planning, operation, supervision, and evaluations of the campus educational program. Be involved in decisions in the areas of: PLANNING, BUDGETING, CURRICULUM, STAFFING PATTERNS, STAFF DEVELOPMENT, SCHOOL ORGANIZATION.

Terrell Davis

Title Assistant Principal
Email terrell.davis@jeffersonschooldistrict.org
Phone 850-997-3555

Function & Responsibility

Assist the Principal on a regular basis in the planning, operation, supervision, and evaluations of the campus educational program. Be involved in decisions in the areas of: PLANNING, BUDGETING, CURRICULUM, STAFFING PATTERNS, STAFF DEVELOPMENT, SCHOOL ORGANIZATION.

Raymont Burke

Title CTE Coach
Email raymont.burke@jeffersonschooldistrict.org
Phone 850-997-3555

Function & Responsibility

Assist the Principal on regular basis in the planning, curriculum, school organization, with a focus on CTE improvement.

Altovise Mitchell

Title Math Coach
Email altovise.mitchell@jeffersonschooldistrict.org
Phone 850-997-3555

Function & Responsibility

Assist the Principal on regular basis in the planning, curriculum, school organization, with a focus on Math improvement.

Tammy McGriff

Title Federal Programs Director
Email tammy.mcgriff@jeffersonschooldistrict.org
Phone 850-342-0100

Function & Responsibility

Aides district with budgeting with regards to federal programs. Also aides in staffing of site employees.

Title**Email****Phone****Function & Responsibility**

Plan Development

Summarize the process used to write this plan including how parents, school staff, and others were involved. If applicable, describe the Community Assessment Team's (CAT) role in the development of this plan, pursuant to Section 1008.345(6)(d)

The process used to write this plan was one that required much collaboration with parents, school

staff, and district personnel. Through the use of surveys, the team was able to hear the input from the parents to what they notice to be glaring issues with the district and establish broad goals for the district. Using that data retrieved from the survey, the District leadership team came together and developed goals that would encompass the goals the parents wanted to see achieved while keeping district focus on student achievement.

MTSS/Rtl

Describe your district's data-based problem-solving processes for the implementation and monitoring of your DIAP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Jefferson County School District will use student data to determine the level of support needed through the MTSS/Rtl process. All stakeholders will meet monthly to determine the effectiveness of the interventions to improve student achievement- Fidelity sheets will be monitored; Student progress will be graphed; All teachers will maintain and update data notebooks.

The Jefferson County School District will provide teachers with the different core and supplemental resources needed to support students in the MTSS/Rtl process.

Small group and individual student needs will be met with use of the following supplemental programs: SuccessMaker, Achieve 3000, Imagine Learning, Jr. GreatBooks, Read180 and Carnegie Math, Glencoe.

Describe the function and responsibility of each member of the district leadership team as it relates to MTSS and DIAP.

The District Leadership Team (DLT) is charged with developing a communication plan to identify specifically

who will provide the information, how the information will be shared, and when the information will be communicated. DLT meetings will serve as the first-layer of information dissemination. Team Members will share information with their respective groups. Information will be shared at School Board Meetings, Principal's Meetings, and District Planning Team Meetings. Principals will be expected to disseminate information to their staff.

The DLT will be comprised of the following members:

Director of Curriculum

Director of Assessment and Accountability

ESE Program Specialist

Behavior Specialist, Program Coordinator

K-12 Reading / Language Arts Coach

K-12 Mathematics/Science Coaches

Principal Representative

Assistant Principal Representative

School Psychologist Representative

Teacher Representative

MTSS Coordinator

Describe the systems in place the leadership team uses to monitor the district's MTSS and DIAP

Jefferson County School District will use Focus, Performance Matters, and weekly collaborations to monitor MTSS and modify the DIAP.

Describe the 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 (e.g., behavior, attendance)

Jefferson County School District utilizes data sources and management systems such as: Reading-Springboard, Story Town, Junior Grade Books, Success Maker, FL Ready all with assessment embedded within the programs that are used.; Math- Go Math, Glencoe, Carnegie Learning, Acaletics, all with assessments embedded within the program; Science- Fusion, Think Central Digital Resources, Gizmos Explorer Learning, all with assessments embedded within the program; Writing-Melissa Forney, Write Score; These programs incorporates extensions to support supplemental and intensive support. In analyzing data and monitoring the effectiveness of these programs, core, supplement, and intensive, our district utilizes Performance Matters, Benchmark Assessments, Discovery Education, PMRN, and Interim Assessments.

Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving

MTSS/Rtl should be a part of the work that is accomplished at a variety of levels within the school.

The

School-Based Leadership Team (SBLT) should meet after each assessment period to discuss schoolwide trends in assessment and to identify at-risk students. It is recommended a smaller team comprised of grade-level teachers or departments meet throughout the school year to address the specific needs of smaller groups of students who are not responding to core curriculum instruction. A specialized MTSS team should be convened to problem-solve for individual student needs.

MTSS/Rtl teams are comprised of individuals who are qualified to make important educational decisions

and to determine the allocation of resources. As a general rule, the composition of a MTSS/Rtl Team changes by adding additional specialists' expertise as students move from tier to tier. MTSS/Rtl Teams should always include the student's general education teacher(s) and parents. MTSS/Rtl Team participants might include: reading specialist/coach, school administrator, counselor, ESOL representative, school psychologist, speech and language pathologist, additional general education staff, and paraprofessional. The data coach may be involved to consult regarding data collection and reporting methods.

MTSS/Rtl Teams may be comprised of the following individuals, depending on the purpose of the meeting:

Administrator

Instructional Coach (i.e. Reading Coach, Academic Coach, Data Coach)

Speech/Language Pathologist

Guidance Counselor

School Psychologist

ESE Teacher/Staffing Specialist

Behavioral Specialist

Occupational Therapist

Physical Therapist

Social Worker/Life Skills Counselor

ESOL/ELL Representative

Community Agency Representative

Classroom Teachers/Department Chairs/Lead Teachers/Grade-Level Representatives

Parent(s)

Student (When developmentally appropriate)

To ensure that MTSS/Rtl meetings are effective and productive, leaders in the field recommend that each

team member understand their role and responsibility in the process. The SBLT is charged with agreeing on the roles and responsibilities of each team member.

Describe the plan for "increased learning time" or "extended day" as defined in paragraph (2)

(m) of Rule 6A-1.099811, F.A.C., in your district's Priority schools. Include a description of the specific activities and number of total minutes each will contribute

The Jefferson County School District will offer increased learning time through an extended day approach at the district's priority school. The school day has been extended by one (1) hour, from 2:05 pm to 3:05 pm. This extension of time yields a total of an additional 180 hours of instructional time. During this extended day, instruction is focused on the core subject areas of reading/language arts, mathematics, science and social studies. Students are provided remediation and intervention services, determined by the disaggregation of student performance data from prior year's FCAT results. For those students who have successfully met the state's proficiency measure, preparatory instruction for the ACT and SAT is provided. One day of the week is reserved for project-based learning opportunities through academic clubs/academies. Differentiated instruction is provided to students through a variety of delivery methods, including small group, individualized and whole group instruction. The school's master schedule reflects a "block" schedule to extend the time in class and allow for more in-depth teaching and learning exploration. Research-proven curricular materials are used to guide instruction.

Progress monitoring will be conducted on a continuous basis for all core subject areas to ensure that data on student performance informs instruction. Individual schedules of students will be monitored to ensure that academic needs are met.

Recognizing the importance of the development of social and leadership skills, the district partners with Tallahassee Community College through a 21st Century Community Learning Center project that offers a combination of academic and enrichment activities for students in an after school environment. This project further extends the learning time by an additional three (3) hours per day, Monday through Friday.

The district is further exploring the possibility of offering a Saturday Institute for core academic areas. The Saturday Institute will provide an avenue to an even more individualized instructional time for struggling students, as it will significantly reduce the number of students in the classroom. The Institute will also allow the district to bring in "experts in the field" to provide intervention and enrichment.

Alignment of Strategies and Resources

Strategies and Support

AMO Data:

AMO Target: Reading, All Students (Target: 48, Actual: 35)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that vocabulary instruction is a key component to meeting the needs of this subgroup. It is determined that word knowledge is a determinant of reading comprehension. The FAIR data reported through PMRN aligns with the results of the state reading assessment. Students performed below level with Word Analysis. Direct instruction of vocabulary helps students learn words that are not part of their everyday experiences. When vocabulary awareness increases, reading comprehension and writing skills should increase. Instructional methods of effective vocabulary instruction is vital to meeting the specified targets for the 2014 assessment.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There was a lack of Professional Development.

AMO Target: Mathematics, All Students (Target: 48, Actual: 31)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that there is a lack of sufficient mathematical skill and understanding. Mathematics instruction must provide many opportunities for concept building, relevant challenging questions, problem solving, reasoning, and connections within the curriculum and real-world situations.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There was a lack of Professional Development.

AMO Target: Reading, Black/African American (Target: 43, Actual: 30)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that among this subgroup low self esteem and lack of confidence exists. Students do not have the kind of support they need from parents. They can not make education a priority. They are under represented in the honor and AP courses. There is a lack of cultural literacy, high concentrations of deficit thinking, low levels of competence in culturally responsive teaching.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There is also a need for professional development.

AMO Target: Mathematics, Black/African American (Target: 44, Actual: 25)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that there is a lack of sufficient mathematical skill and understanding. Mathematics instruction must provide many opportunities for concept building, relevant challenging questions, problem solving, reasoning, and connections within the curriculum and real-world situations.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There is also a need for professional development. There was lack of articulation and professional development.

AMO Target: Reading, Economically Disadvantaged (Target: 45, Actual: 34)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that among this subgroup low self esteem and lack of confidence exists. Students do not have the kind of support they need from parents. They are under represented in the honor and AP courses. There is a lack of cultural literacy, high concentrations of deficit thinking, low levels of competence in culturally responsive teaching.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There is also a need for professional development.

AMO Target: Mathematics, Economically Disadvantaged (Target: 46, Actual: 29)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that there is a lack of sufficient mathematical skill and understanding. Mathematics instruction must provide many opportunities for concept building, relevant challenging questions, problem solving, reasoning, and connections within the curriculum and real-world situations.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There is also a need for professional development.

AMO Target: Reading, English Language Learners (Target: 61, Actual:)

What does research suggest about the specific learning needs of this subgroup not meeting target?**Why did the previous plan not sufficiently meet these needs?**

AMO Target: Mathematics, English Language Learners (Target: 67, Actual:)

What does research suggest about the specific learning needs of this subgroup not meeting target?**Why did the previous plan not sufficiently meet these needs?**

AMO Target: Reading, Hispanic (Target: 53, Actual: 28)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that among this subgroup low self esteem and lack of confidence exists. Students do not have the kind of support they need from parents. They can not make education a priority. They are under represented in the honor and AP courses. There is a lack of cultural literacy, high concentrations of deficit thinking, low levels of competence in culturally responsive teaching.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There was a lack of Professional Development.

AMO Target: Mathematics, Hispanic (Target: 66, Actual: 49)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that there is a lack of sufficient mathematical skill and understanding. Mathematics instruction must provide many opportunities for concept building, relevant challenging questions, problem solving, reasoning, and connections within the curriculum and real-world situations.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There was a lack of Professional Development.

AMO Target: Reading, Students With Disabilities (Target: 29, Actual: 16)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that vocabulary instruction is a key component to meeting the needs of this subgroup. It is determined that word knowledge is a determinant of reading comprehension. Direct instruction of vocabulary helps students learn words that are not part of their everyday experiences. When vocabulary awareness increases, reading comprehension and writing skills should increase.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There was a lack of Professional Development.

AMO Target: Mathematics, Students With Disabilities (Target: 34, Actual: 20)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that there is a lack of sufficient mathematical skill and understanding. Mathematics instruction must provide many opportunities for concept building, relevant challenging questions, problem solving, reasoning, and connections within the curriculum and real-world situations.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There was a lack of Professional Development.

AMO Target: Reading, White (Target: 61, Actual: 53)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that vocabulary instruction is a key component to meeting the needs of this subgroup. It is determined that word knowledge is a determinant of reading comprehension. Direct instruction of vocabulary helps students learn words that are not part of their everyday experiences. When vocabulary awareness increases, reading comprehension and writing skills should increase.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There was a lack of Professional Development.

AMO Target: Mathematics, White (Target: 54, Actual: 43)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research shows that there is a lack of sufficient mathematical skill and understanding. Mathematics instruction must provide many opportunities for concept building, relevant challenging questions, problem solving, reasoning, and connections within the curriculum and real-world situations.

Why did the previous plan not sufficiently meet these needs?

There were multiple variables which directly impacted the needs of these students. Recruitment of highly qualified teachers and teacher retention, use of available resources to accommodate the needs of students, lack of rigorous instruction and lack of development of measurable goals. There was a lack of Professional Development.

Additional Data:

Additional Target: Mathematics, American Indian

What does research suggest about the specific learning needs of this subgroup?

Why did the previous plan not sufficiently meet these needs?

Goals Summary

Goal #1:

Jefferson County School District will use data to effectively drive instruction thus increasing student achievement.

Goal #1:

Jefferson County School District will increase student engagement during instructional delivery.

Goal #1:

Jefferson County School District will effectively evaluate all personnel and use the data to provide intervention strategies to increase student achievement.

Goals Detail

Goal #1: Jefferson County School District will use data to effectively drive instruction thus increasing student achievement.

Targets Supported

-
- Reading
- Reading - All Students
- Reading - American Indian
- Reading - Asian
- Reading - Black/African American
- Reading - Hispanic
- Reading - White
- Reading - English-Language Learners
- Reading - Students with Disabilities
- Reading - Economically Disadvantaged
-
- Math
- Math - All Students
- Math - American Indian
- Math - Asian
- Math - Black/African American
- Math - Hispanic
- Math - White
- Math - English-Language Learners
- Math - Students with Disabilities
- Math - Economically Disadvantaged
-

Resources Available to Support the Goal

- Carnegie
- Fair
- Achieve 3000
- Accelerated Reader
- Acaletics
- Performance Matters

Problem-Solving to Achieve the Goal

Barrier #1: Teachers lack of analyzing data.

Barrier #2: Teachers lack of utilizing data.

Plan to Monitor Progress Toward the Goal

Action:

Through performance matters, progress reports and student report cards

Person or Persons Responsible:

Administrators, Academic Coaches, Teachers, District Coordinator, and DA TEAM

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Progress Monitoring, FCAT2.0, and EOC

Goal #1: Jefferson County School District will increase student engagement during instructional delivery.

Targets Supported

-
- Reading
- Reading - All Students
- Reading - American Indian
- Reading - Asian
- Reading - Black/African American
- Reading - Hispanic
- Reading - White
- Reading - English-Language Learners
- Reading - Students with Disabilities
- Reading - Economically Disadvantaged
-
- Math
- Math - All Students
- Math - American Indian
- Math - Asian
- Math - Black/African American
- Math - Hispanic
- Math - White
- Math - English-Language Learners
- Math - Students with Disabilities
- Math - Economically Disadvantaged
-

Resources Available to Support the Goal

- Carnegie
- Student Centers

Problem-Solving to Achieve the Goal

Barrier #1: District lack of using student centers.

Plan to Monitor Progress Toward the Goal

Action:

We will monitor through lesson plans, student assessment and student engagements.

Person or Persons Responsible:

Administrators, Academic Coaches, Teachers, and DA team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Progress Monitoring, FCAT 2.0, and EOC

Goal #1: Jefferson County School District will effectively evaluate all personnel and use the data to provide intervention strategies to increase student achievement.

Targets Supported

-
- Reading
- Reading - All Students
- Reading - American Indian
- Reading - Asian
- Reading - Black/African American
- Reading - Hispanic
- Reading - White
- Reading - English-Language Learners
- Reading - Students with Disabilities
- Reading - Economically Disadvantaged
-
- Math
- Math - All Students
- Math - American Indian
- Math - Asian
- Math - Black/African American
- Math - Hispanic
- Math - White
- Math - English-Language Learners
- Math - Students with Disabilities
- Math - Economically Disadvantaged
-

Resources Available to Support the Goal

- Blended version of Marzano and Danielson's Framework

Problem-Solving to Achieve the Goal

Barrier #1: Lack of feedback

Plan to Monitor Progress Toward the Goal

Action:

Teachers' and Students' data chats

Person or Persons Responsible:

Administrators, Academic Coaches, District Coordinators

Target Dates or Schedule:

August 19th-June 4th

Evidence of Completion:

Improved FCAT 2.0 scores, EOCs, and the numbers of student participating in dual enrollment, CTEs and graduation rates.

Action Plan for Improvement

- Goal #1:** Jefferson County School District will use data to effectively drive instruction thus increasing student achievement.
- Barrier #1:** Teachers lack of analyzing data.
- Strategy #1:** District will have professional development on data.

Action Step 1 - Budget Item - PD Opportunity

Action:

District will provide professional development on how to analyze and interpret data.

Person or Persons Responsible:

Administrators, Academic Coaches, District Coordinators, and DA team

Target Dates or Schedule:

October 18th and Ongoing

Evidence of Completion:

Progress monitoring, lesson plans, and teacher data notebooks

Facilitator:

Administrators, Academic Coaches, District Coordinators, and DA team

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

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

Person or Persons Responsible:

Administrators, Academic Coaches, District Coordinators, and DA team

Target Dates or Schedule:

Ongoing

Evidence of Completion

Student performance on progress monitoring, FCAT 2.0 and EOC.

Plan to Monitor Effectiveness of the Strategy

Action:

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

Person or Persons Responsible:

Administrators, Academic Coaches, District Coordinators, and DA team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student performance on progress monitoring, FCAT 2.0 and EOC.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1: Jefferson County School District will increase student engagement during instructional delivery.

Barrier #1: District lack of using student centers.

Strategy #1: District will provide professional development on using student centers. Masters teachers will be identified throughout the building using walk-throughs and observation data. Once identified, model lessons will be taped and made available to faculty for reflections and strategy building.

Action Step 1 - Budget Item - PD Opportunity

Action:

District will provide professional development student centers and utilize peer observation.

Person or Persons Responsible:

Administrators, Academic Coaches, Teachers, District Coordinators, and DA Team

Target Dates or Schedule:

October 18th and Ongoing

Evidence of Completion:

All faculty will observe at least one other colleagues each nine weeks and complete a reflection which identifies differentiation strategies used, classroom management techniques as well as other instructional tools outlined in the professional development completed.

Facilitator:

Academic Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

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

Person or Persons Responsible:

Administrators, Academic Coaches, Teachers, District Coordinators, and DA Team

Target Dates or Schedule:

Ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of the Strategy

Action:

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

Person or Persons Responsible:

Administrators, Academic Coaches, Teachers, District Coordinators, and DA Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Progress monitoring, FCAT 2.0 and EOC

Goal #1: Jefferson County School District will effectively evaluate all personnel and use the data to provide intervention strategies to increase student achievement.

Barrier #1: Lack of feedback

Strategy #1: Pre-conference meeting and post conference meeting

Action Step 1 - Budget Item - PD Opportunity

Action:

Continuous training for all district staff on the blended version teacher evaluation instrument. All teachers will receive professional development on the blended version evaluation instrument.

Person or Persons Responsible:

PAEC

Target Dates or Schedule:

August and Ongoing

Evidence of Completion:

All administrators will receive certification points for the completion of this training.

Facilitator:

District Leadership Team

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

We will utilize classroom walkthroughs, informal and formal teacher evaluations. Continuous monitor of students data using Carnegie, Achieve 3000, Performance Matters, and etc.

Person or Persons Responsible:

Administrators, Academic Coaches, District Coordinators

Target Dates or Schedule:

August 19th-June4th

Evidence of Completion

Improved FCAT 2.0 scores, EOCs, and the numbers of student participating in dual enrollment, CTEs and graduation rates.

Plan to Monitor Effectiveness of the Strategy

Action:

We will utilize classroom walkthroughs, informal and formal teacher evaluations. Continuous monitor of students data using Carnegie, Achieve 3000, Performance Matters, and etc.

Person or Persons Responsible:

Administrators, Academic Coaches, District Coordinators

Target Dates or Schedule:

August 19th-June4th

Evidence of Completion:

Improved FCAT 2.0 scores, EOCs, and the numbers of student participating in dual enrollment, CTEs and graduation rates.

Alignment of Needs and Resources

Based on school and student performance data at your Focus and Priority schools, describe the process the district will use to align strategies, initiatives, and resources to ensure schools demonstrating the greatest need receive the highest percentage of resources

The Jefferson County School District will enact the following in order to align strategies, initiatives and resources to receive the highest percentage of resources:

1. Work with a cross-section of community and school leaders to create a strategic vision for students who are preparing for a range of postsecondary options. The district will define the purpose of the high school and the core values for achieving its goals.
2. Focus on policies and support services that will enhance the school's ability to achieve its own strategic vision and plan within the context of the district's vision. The District will develop collaborative structures for working to create school environments that improve student engagement and learning.
3. Develop tools and processes that ensure that instruction for all groups of students is aligned with

college- and career-readiness standards. The District will define a level of instruction that engages students in intellectually challenging, authentic and relevant assignments that foster student motivation.

4. Invest in high-quality professional development for the district staff, school principals and teachers. Invest in the learning not only of students.

5. Lead schools to analyze a variety of data — beyond test scores — and discover the root causes behind student failure or dropping out. The schools will seek more information about how students perceive their school experiences, the beliefs school faculty hold about students and about the purpose of the high school, and the ways in which at-risk students receive (or do not receive) extra help.

6. Support the principals in the areas of staff selection, school scheduling, instructional programs, and use of and redirection of new and existing resources. Adopt a comprehensive school improvement design — aligned with the districts' strategic vision that can help them improve the school's climate, organization and practices.

7. Consider working with an external school improvement provider to develop a strategic vision that can assist the district move forward. An external facilitator can help identify community goals and create structures that enable school and district leaders to meet performance goals and serve students better.

8. Engage parents and the larger community in ongoing dialogue about the changes needed to prepare more students for success in high school, college, careers and citizenship. The District will work continually with parents and community leaders.

Reading Resources

The district has an approved K-12 Comprehensive Researched-Based Reading Plan
Yes

Writing Resources

List and describe the core and supplemental writing programs the district will use at the elementary, middle, and high school levels:

Program:
Razzle Dazzle

Razzle Dazzle Writing by Melissa Forney is used at the elementary level to encourage writing in young students. The program uses mini-lessons to teach writing skills. The core writing plan includes students practicing writing through responses to writing prompts and the evaluation of those responses through an evaluation program that mirrors that of the FCAT Writing 2.0

Program:
Alpha-Smarts

Alpha-Smarts is a portable word processing tool that allows students to use technology to practice writing while improving keyboarding skills. This tool is used at the elementary level.

**Program:
Write Score**

Write Score is a formative assessment program that hand-scores students' essays and provides detailed data that is used to inform instruction to increase student writing performance. Write Score is used at the elementary, middle and high school levels. Four assessments are conducted at each level and results are used to provide differentiated instruction during weekly Writing Workshop at the elementary level and during writing instruction at the middle and high school levels. In grades 8 and 10, students engage in daily writing activities. Three days each week are reserved for building the foundational skill - planning. Students are provided direct instruction on effective planning and receive immediate feedback to improve their planning. Weekly writing prompts are then provided so that students receive ample time to practice writing upon demand.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the writing programs listed above
Yes

Mathematics Resources

List and describe the core and supplemental mathematics programs the district will use at the elementary, middle, and high school levels:

**Program:
Go Math!**

Go Math is a focused math curriculum designed to meet the goals of the Common Core State Standards for Mathematics. The Standards for Mathematical Practice are integrated throughout the program. Students and teachers are supported as they advance from concrete to abstract content through the use of models and Math Talk. The flexibility, comprehensiveness, and rigor of Go Math provides personalized and adaptive 21st-century instruction to ensure success.

**Program:
Success Maker**

Success Maker provides a digitally driven reading and math learning experience that is singularly focused on the needs of each individual student for instruction that is truly and automatically differentiated with:

- Reading content that integrates social studies, science and interdisciplinary themes.
- Mathematics content that combines instruction in fundamental skills with development of higher-order thinking strategies.
- A completely customized learning path built around the program's ongoing, real-time analysis of each learner's actual performance.
- On-demand intervention including scaffolded feedback, step-by-step tutorials and prerequisite instruction triggered when a learner encounters challenges.
- Powerful data management to monitor student progress, customize lessons and forecast achievement.

**Program:
McGraw-Hill Connect**

McGraw-Hill Connect strengthens the link between faculty, students and coursework, helping everyone accomplish more in less time. Innovative, adaptive technology engages students in the course content so they are better prepared, are more active in discussion, and achieve better results.

**Program:
SRA-Essential to Algebra**

SRA-Essential to Algebra provides the essential knowledge that under-performing students need to tackle algebra. Students will master essential pre-algebra content and gain an understanding of introductory concepts found in traditional Algebra I classes.

**Program:
Explore Learning Gizmos**

Explore Learning Gizmos - Math is a fun, easy-to-use, online simulation that helps students develop a deeper understanding for challenging concepts. Aligned with the state standards, the program is accessible to elementary school students.

**Program:
Acalatics**

The Acaletics method of math instruction teaches students that the preparation required to be a good athlete is what is necessary to be a good student. Students will be expected to make significant gains in the two Math criteria measured by the State: % of students Making Learning Gains and % of students Meeting High Standards.

**Program:
Mathia-Carnegie**

Teachers access student progress data from embedded formative assessments within the curricula of Carnegie Learning Mathia software. That data can then be used to adapt instruction to each individual student's needs.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the mathematics programs listed above

Yes

Science Resources

List and describe the core and supplemental science programs the district will use at the elementary, middle, and high school levels:

**Program:
Explore Learning - Gizmos**

Explore Learning Gizmos are online simulations that promote student inquiry and exploration. The online system helps teachers to engage the students more effectively and more deeply in science. The program is accessible to elementary, middle and high school students and teachers.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the science programs listed above

Yes

Curriculum Alignment and Pacing

The district's instructional pacing guides are aligned to the Common Core State Standards (CCSS) or Next Generation Sunshine State Standards (NGSSS) for reading, writing, mathematics, and science. Pacing guides will be made available upon request

Yes