



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

33 - Jefferson

Mr. Al Cooksey, Superintendent
Melissa Ramsey, Region 1 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

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

Provide the district's vision statement

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

Supports for School Improvement

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

The district recognizes the importance of identifying and aligning resources in order to meet the needs of the schools. To this end, the District Leadership Team meets monthly to assess the needs, based on data, and determine how resources should be allocated. Under the direction of the School Superintendent, the Chief Financial Officer, the Human Resources Specialist, the Academic and Student Services Specialist, the Federal Programs Specialist, the Director of Transportation, the Director of Technology and the Director of School Food Services meet monthly. During these meetings, resources and services are reviewed and adjustments are made as necessary. Additionally, prior to grant development, grant administrators meet to ensure that there is no duplication of efforts in order to maximize resources. Resources are allocated based on data, focusing on the areas of greatest need. State and local funds are used to support the state-required mandates and federal funds are used to provide supplemental resources and services that support the state-required mandates.

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

After developing a comprehensive picture of the schools, school improvement teams prioritize areas for improvement and establish goals and strategies for the top five needs. Focusing on student learning and success first and how teaching does or does not support this. During the Do phase strategies, timelines, funding resources are established with the District School Improvement, Director of Title I, HR, CFO and the schools leadership teams. The meetings are held bi-weekly. The Early Warning System is used to differentiate and monitor resources. The Early Warning System gives schools immediate information regarding Tier II and Tier III students such as attendance, grades, test scores and discipline.

District Policies and Practices

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

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

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

Sustainability of Improvement

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

The District Leadership Team will closely review how district resources are allocated to determine whether they should be reoriented to promote greater student achievement. The district plans to work closely with the community through sharing findings at community meetings and encourage public input. The Federal Programs and Academic and Student Support services will work closely in reviewing all curriculum to ensure purchases support student achievement. The District Leadership Team will identify what each school needs, quantify what each school gets now and how it is used, invest in the most important changes first, customize the strategy at each school and make changes at the district not just schools. Through this process we will continue to seek resources through other grant opportunities and establish partnerships with the local governmental agencies.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131398>

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

The district's Parent Involvement Plan is a comprehensive document that includes the strategies that will be used to engage families and the community in school improvement efforts. The plan has been uploaded in area 1. However, the following strategies are in place to engage families and the community. (1) The district has expanded the Volunteer Program to include mandatory training of all volunteers prior to school assignment.

(2) The district has established a faith-based partnership initiative in an effort to involve persons of all faiths. The district will continue to provide informational updates and trainings in locations in the community, such as local churches. Areas churches that have partnered with the district also provide volunteers and resources to support school efforts.

(3) The district will host a Parent Academy which will provide parents and families with tools to help prepare their children for success in and after school enrollment.

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

The district plans to implement a communication protocol that will allow us to align and merge school level and district level visions. In developing this protocol, we will establish a district team who will facilitate the eight step planning and problem solving process.

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

Collins, Kay, kay.collins@jeffersonschooldistrict.org

Employee's Title

Director

Employee's Phone Number

(850) 342-0517

Employee's Phone Extension

Supervisor's Name

Al Cooksey

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

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

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

McGriff, Tammy, tammy.mcgriff@jeffersonschooldistrict.org	
Title	Director
Phone	(850) 342-0514
Supervisor's Name	Al Cooksey
Supervisor's Title	Superintendent
Role and Responsibilities	To support and identify and monitor supplemental academic program.

Stroman, Sherman, sherman.stroman@jeffersonschooldistrict.org	
Title	Director
Phone	850.342.0100
Supervisor's Name	Al Cooksey
Supervisor's Title	Superintendent
Role and Responsibilities	Coordinates the hiring of professional employees. Processes recommendations for the discipline and/or termination of employees. Manages grievances and assist in negotiations.

Title
Phone
Supervisor's Name
Supervisor's Title
Role and Responsibilities

Educator Quality

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

All positions within the district are advertised on the district website through our consortium in an effort to attract the most qualified individuals for our students. Applications are reviewed by the HR Specialists and applicants meeting the requirements for advertised positions are presented to the Superintendent and or his designee. Interviews are conducted and applicants who demonstrate a proven record of increasing student achievement are hired. Leadership team membership is determined by student performance. Leaders of schools where student performance continues to be below proficiency are replaced at the end of the contract year.

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

Student data, organized by class, are monitored monthly by the school leadership team, academic coaches and superintendent. Annual student performance data is disaggregated annually by the

Superintendent and or his designee. Teacher assignments are adjusted based on performance data to ensure that (1) students with the highest needs receive the most effective teachers and (2) teachers with instructional needs receive the support required to increase their effectiveness.

Public and Collaborative Teaching

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

The Elementary School has a common planning time for grades Pre-K-5; however, the Middle High school has a priority focus in the areas of greatest instructional needs where ELA and Math have a common planning time.

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

Each Focus and Priority school in the district has both a reading and mathematics coach on site. The reading coaches are funded 100% through the K12 Reading Plan. Because the mathematics coaches offer supplemental services above and beyond the required mathematics instruction, the mathematics coaches on each campus are funded through Title I, Part A and Title II, Part A. Due to the size of the district, the district elected to fund a Science coach to address the needs of our students and schools. The district-wide science coach, funded through Title I, Part A, Title II and CTE, supports the schools and ensures that instruction is seamless.

Monitoring of daily activities of the coaches:

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

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

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

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Writing

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

Wonders

Program Type

Core

School Type

Elementary School

Description

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

Springboard

Program Type Core

School Type Middle School, High School

Description Springboard is the core curriculum for the middle and high school. Writing is embedded in the Springboard curriculum. Additionally, reading/writing workshops are available for teachers to implement into the units.

SPDG

Program Type Supplemental, Intensive Intervention

School Type Middle School, High School

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

Hayes' Cognitive Model of Writing

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description The Hayes' Cognitive Model of Writing includes:
 -Writing Process
 -Metacognition and Knowledge
 -Context Strand (genre theory)
 -Purpose
 -Components
 -Conventions
 -Motivation
 Standards do not specify the "how" of instruction but rather the "what"
 Attainment of the standards via instructional practices focused on the writing process
 This supplemented when necessary.

AVID

Program Type Supplemental

School Type Middle School, High School

Description AVID is a program that teaches students college and career readiness skills such as high-level thinking strategies, note-taking strategies, and rigor. AVID teaches students that a low-socioeconomic, that they have the ability to go to college and/ or achieve goals.

Mathematics

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

Go Math, Accelaticis, Springboard, Edgeniuty

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School, Middle School, High School

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

Science

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

Fusion, Fusion Comprehensive Science, Edgeniuty

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School, Middle School, High School

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

Instructional Alignment and Pacing

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

The District Team meets bi weekly with Instructional Coaches to review data, adjust and monitor pacing guides and curriculum to support the EWS. The MTSS process requires the involvement of teachers, principals, instructional coaches, counselors to review and address the root causes of struggling students. This is monitored through progress monitor of the school wide assessments which is in the EWS. Lesson plans are correlated with the Florida standards and this is closely monitored through team data meetings. The district has hired consultants to provide on going PD to assist with poor implementation. This strategy has proven to be effective as teachers feel safe with outside assistance giving them correction.

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

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

Yes

Provide the hyperlink to the plan

www.jeffersonschooldistrict.org

Provide the page numbers of the plan that addresses this question

27-52

Description

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

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

Yes

Needs Assessment

Underperforming Subgroups

Reading

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

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	53%	34%	No	58%
American Indian				
Asian				
Black/African American	48%	26%	No	54%
Hispanic	58%	43%	No	63%
White	65%	61%	No	69%
English language learners	65%		No	69%
Students with disabilities	36%	13%	No	43%
Economically disadvantaged	51%	29%	No	56%

Mathematics

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

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	53%	33%	No	58%
American Indian				
Asian				
Black/African American	50%	25%	No	55%
Hispanic	69%	53%	No	73%
White	59%	53%	No	63%
English language learners	70%		No	73%
Students with disabilities	41%	20%	No	47%
Economically disadvantaged	51%	28%	No	57%

Step Zero

District Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Decrease the number of students absent for more than 7 days in a nine week period by 20%.
- G2.** Jefferson County School District will use data to effectively drive standards-based instruction thus increasing student proficiency in reading based on the state assessments.
- G3.** Jefferson County School District will increase student engagement during instructional delivery as evidenced by decreased discipline referrals and increased student performance based on MTSS data and state assessment results.
- G4.** Jefferson County School District will effectively evaluate instructional personnel and use the data to provide intervention strategies to increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Decrease the number of students absent for more than 7 days in a nine week period by 20%. 1a

G030366

Targets Supported 1b

Focus	Indicator	Year	Target
0111 - Jefferson County Elem. School	Attendance rate	2015-16	18.0
0021 - Jefferson County Middle/High School	Attendance rate	2015-16	5.0
6016 - Turning Point	Attendance rate	2015-16	0.0

Resources Available to Support the Goal 2

- Providing professional development to address attendance

Targeted Barriers to Achieving the Goal 3

- Accurate attendance data is not collected.
- Procedures for addressing student attendance are not implemented with fidelity.

Plan to Monitor Progress Toward G1. 8

Attendance documentation from FOCUS and teacher contact log will be reviewed throughout the year to determine progress.

Person Responsible

Al Cooksey


Schedule

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

Evidence of Completion

Attendance reports and teacher contact logs from FOCUS

G2. Jefferson County School District will use data to effectively drive standards-based instruction thus increasing student proficiency in reading based on the state assessments. 1a

 G030367

Targets Supported 1b

Focus	Indicator	Year	Target
0111 - Jefferson County Elem. School	AMO Reading - All Students	2015-16	63.0
0021 - Jefferson County Middle/High School	AMO Reading - All Students	2015-16	63.0
6016 - Turning Point	AMO Reading - All Students	2015-16	63.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Al Cooksey

Schedule

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

Evidence of Completion

FCAT Retakes, FSA, assessments, Discovery Education and EOC

G3. Jefferson County School District will increase student engagement during instructional delivery as evidenced by decreased discipline referrals and increased student performance based on MTSS data and state assessment results. 1a

G030368

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Discipline incidents	2015-16	1000.0
District-Wide	AMO Reading - All Students	2015-16	63.0

Resources Available to Support the Goal 2

- Support Facilitation Model
- District Digital Classroom Plan
- Educational Collaborators

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of using high-yield instructional strategies.
- The lack of the appropriate integration of technology in instruction.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Al Cooksey

Schedule

On 6/30/2016

Evidence of Completion

Progress Monitoring, FCAT Retakes, FSA, school wide assessments and EOC

G4. Jefferson County School District will effectively evaluate instructional personnel and use the data to provide intervention strategies to increase student achievement. 1a

G030369

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Effective Teachers (Performance Rating)	2015-16	85.0

Resources Available to Support the Goal 2

- Blended version of Marzano and Danielson's Framework

Targeted Barriers to Achieving the Goal 3

- Lack of an effective evaluation tool which does not reflect high-yield strategies.
- Lack of immediate feedback regarding teacher performance based on learning walks and observations.

Plan to Monitor Progress Toward G4. 8

Instructional personnel evaluations and walk-through tools

Person Responsible

AI Cooksey

Schedule

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

Evidence of Completion

Effective evaluation tool, FSA scores, EOCs, and the numbers of student participating in dual enrollment, CTEs and graduation rates.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Decrease the number of students absent for more than 7 days in a nine week period by 20%. **1**

 G030366

G1.B1 Accurate attendance data is not collected. **2**

 B070746

G1.B1.S1 Training on the attendance policies and procedures when students are absent. Focus on specific classroom teachers not following the procedures in place. **4**

 S079290

Strategy Rationale

To ensure that procedures of recording attendance are followed by teachers as required by district policy.

Action Step 1 **5**

Develop and host training on attendance policies and procedures.

Person Responsible

Tom Vogelgesang

Schedule

Monthly, from 8/17/2015 to 5/30/2016

Evidence of Completion

Attendance records will indicate that all applicable personnel have been trained.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 **6**

The schools will identify and report non-compliant teachers to the district on a monthly basis.

Person Responsible

Sherman Stroman

Schedule

On 6/30/2016

Evidence of Completion

School generated document that identifies non-compliant teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review teacher compliance in the student information system based on the teacher completion report.

Person Responsible

Sherman Stroman

Schedule

On 11/18/2015

Evidence of Completion

Review of the teacher completion report

G1.B2 Procedures for addressing student attendance are not implemented with fidelity. 2
 B184891

G1.B2.S1 Disseminate written requirements, aligned with Florida Statutes, regarding recording attendance to all school personnel. 4

 S196317
Strategy Rationale

Teachers are aware of the requirements based on Florida Statutes.

Action Step 1 5

Written requirements will be disseminated and employees signature verifying receipt of the requirements will be collected.

Person Responsible

Al Cooksey

Schedule

On 2/28/2016

Evidence of Completion

Employee verifications that indicate the receipt of written requirements on attendance will be maintained at the school level.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Documentation of the dissemination of statutory requirements for student attendance

Person Responsible

Al Cooksey

Schedule

Annually, from 11/18/2015 to 11/18/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review of teacher contact logs

Person Responsible

Al Cooksey


Schedule

Monthly, from 11/18/2015 to 11/18/2015

Evidence of Completion

Reduced number of students with excessive absences

G1.B2.S2 Identify school-level personnel who will monitor the recording of attendance and report inaccuracies to school principal for appropriate action. 4

 S196318

Strategy Rationale

School attendance records will be properly maintained to reflect actual student attendance.

Action Step 1 5

Each school principal will identify the school personnel who will monitor and report the input and maintenance of daily attendance.

Person Responsible

Al Cooksey

Schedule

On 6/30/2016

Evidence of Completion

A list of personnel will be established and maintained.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

School administrators will assign the task of monitoring attendance input to specified personnel.

Person Responsible

Tom Vogelgesang

Schedule

On 2/28/2016

Evidence of Completion

District office will have a point of contact of identified personnel.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Review list to ensure that school-level personnel has been identified.

Person Responsible

Tom Vogelgesang


Schedule

On 11/30/2015

Evidence of Completion

Attendance data will be accurate and up-to-date for all students.

G1.B2.S3 Identify district-level personnel who will monitor the recording of attendance and report inaccuracies to superintendent for appropriate action. 4

 S196319
Strategy Rationale

School attendance records will be properly maintained to reflect actual student attendance.

Action Step 1 5

The superintendent will identify the district personnel who will monitor and report the input and maintenance of daily attendance.

Person Responsible

Al Cooksey

Schedule

On 2/28/2016

Evidence of Completion

District level personnel to monitor recording of attendance will be identified.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

District level personnel responsible for monitoring the recording of school attendance data will be identified.

Person Responsible

Al Cooksey

Schedule

On 6/30/2016

Evidence of Completion

District level personnel responsible for monitoring the recording of school attendance data identified.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

The superintendent will assign the district level individual to monitor school input; notifications/ contacts will be made to parents of student with significant absences.

Person Responsible

Al Cooksey

Schedule

On 5/27/2016

Evidence of Completion

Improved student attendance in students with excessive absences.

G1.B2.S4 Teachers will maintain a contact log that details the contact made to parents/guardians of students with excessive absences (7 or more per grading period). 4

 S196320

Strategy Rationale

Teacher/school contact will facilitate improved student attendance.

Action Step 1 5

Inform teachers of requirement and share protocol for documenting parent contact.

Person Responsible

Sherman Stroman

Schedule

On 5/27/2016

Evidence of Completion

Teacher contact logs will indicate communication between school and parents of applicable students.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Review of teachers' logs of parent contacts made

Person Responsible

Al Cooksey

Schedule

On 5/27/2016

Evidence of Completion

Teachers' logs of parental contact made

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Comparisons of the number of students absent more than 7 days will be made each grading period.

Person Responsible

Al Cooksey


Schedule

On 5/27/2016


Evidence of Completion

Decrease in the number of students absent for more than 7 days in a nine week period.

G2. Jefferson County School District will use data to effectively drive standards-based instruction thus increasing student proficiency in reading based on the state assessments. 1

 G030367

G2.B1 Teachers' lack of understanding of how to analyze and utilize data to provide standards-based instruction. 2

 B070747

G2.B1.S1 District will host professional development on how to analyze data. Student performance data and progress monitoring data will be incorporated into weekly data chats with administrators, teachers and district liaisons. Instructional coaches will facilitate and support teachers' understanding of data analysis. 4

 S079297

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Al Cooksey

Schedule

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

Evidence of Completion

Progress monitoring, lesson plans, and teacher data notebooks

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

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

Person Responsible

Al Cooksey

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Al Cooksey

Schedule

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

Evidence of Completion

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

G3. Jefferson County School District will increase student engagement during instructional delivery as evidenced by decreased discipline referrals and increased student performance based on MTSS data and state assessment results. 1

G030368

G3.B1 Teachers' lack of using high-yield instructional strategies. 2

B070749

G3.B1.S1 District will provide professional development on using high-yield instructional strategies, such as Kagan Structures. Master teachers will be identified throughout the building using learning walks and observation data. Once identified, model lessons will be taped and made available to faculty for reflections and strategy building. 4

S079299

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Sherman Stroman

Schedule

On 11/19/2015

Evidence of Completion

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

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

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

Person Responsible

Sherman Stroman

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Sherman Stroman

Schedule

On 6/30/2016

Evidence of Completion

Progress monitoring, FSA, FCAT 2.0 and EOC

G3.B1.S2 Teachers will utilize high-yield instructional strategies, such as Kagan Structures, as evidenced through lesson plans and learning walks summaries. 4

 S196334

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Schedule

On 6/30/2016

Evidence of Completion

District PD plan, Attendance records

Action Step 2 5

Teachers will implement structures learned.

Person Responsible

Sherman Stroman

Schedule

Daily, from 1/6/2016 to 5/27/2016

Evidence of Completion

Lesson plans, data from learning walks

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

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

Person Responsible

Sherman Stroman

Schedule

Monthly, from 1/30/2016 to 5/27/2016

Evidence of Completion

Lesson plans, summaries of learning walks

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Student performance data and discipline records will be reviewed.

Person Responsible


Al Cooksey

Schedule

Monthly, from 2/28/2016 to 6/15/2016

Evidence of Completion

G3.B1.S3 Identify and train a cadre of teachers and or instructional leaders who will model high-yield instructional strategies. **4**

 S196335

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Sherman Stroman

Schedule

On 10/25/2015

Evidence of Completion

Approved leave forms, agenda from training

Plan to Monitor Fidelity of Implementation of G3.B1.S3 **6**

Participants will be required to submit follow-up documentation.

Person Responsible

Sherman Stroman

Schedule

Quarterly, from 10/15/2016 to 12/12/2016

Evidence of Completion

Documentation of classroom learning walks and presentations by cadre

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Participants will be required to present information and demonstrate skills through learning walks.

Person Responsible**Schedule**

Monthly, from 11/11/2015 to 12/12/2015

Evidence of Completion

Summaries of learning walks and presentations

G3.B1.S4 District and school leadership teams will monitor and support the implementation of frequent high-yield instructional strategies. 4

 S196336
Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Sherman Stroman

Schedule

Monthly, from 12/12/2015 to 5/27/2016

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

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

Person Responsible

Sherman Stroman

Schedule

On 5/27/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

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

Person Responsible

Al Cooksey

Schedule

On 5/27/2016

Evidence of Completion

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

G3.B2 The lack of the appropriate integration of technology in instruction. 2

B184902

G3.B2.S1 Provide professional development that will allow immediate integration of technology in instruction. 4

S196862

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Al Cooksey

Schedule

Monthly, from 10/1/2015 to 6/30/2016

Evidence of Completion

Lesson plans and learning walks will reflect the technology integration

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

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

Person Responsible

Al Cooksey

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student performance and discipline data will be reviewed.

Person Responsible

Kay Collins

Schedule

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


Evidence of Completion

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

G4. Jefferson County School District will effectively evaluate instructional personnel and use the data to provide intervention strategies to increase student achievement. 1

 G030369

G4.B1 Lack of an effective evaluation tool which does not reflect high-yield strategies. 2

 B070750

G4.B1.S1 Revise and adopt a new formal evaluation tool. 4

 S079300

Strategy Rationale

An effective evaluation tool will increase teacher capacity and support improved instructional delivery.

Action Step 1 5

The Human Resource Director and District Leadership Team will work collaboratively with School Leadership Teams to review and revise the evaluation tool

Person Responsible

Sherman Stroman

Schedule

On 6/30/2016

Evidence of Completion

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

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

We will utilize classroom learning walks, informal and formal teacher evaluations.

Person Responsible

Al Cooksey

Schedule

On 6/30/2016

Evidence of Completion

Improved student performance as measured by state assessments

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

We will utilize classroom learning walks, informal and formal teacher evaluations.

Person Responsible

Sherman Stroman

Schedule

On 6/30/2016


Evidence of Completion

Improved student performance as measured by state assessments

G4.B2 Lack of immediate feedback regarding teacher performance based on learning walks and observations. **2**

 B184904

G4.B2.S1 Provide immediate and substantial feedback after learning walks and observations that will facilitate change in instruction. **4**

 S196343

Strategy Rationale

Effective evaluation and immediate feedback of instructional activities will positively impact student achievement.

Action Step 1 **5**

School leadership teams, under the direction of the school principal, will conduct learning walks and provide immediate feedback to teachers regarding specific target areas.

Person Responsible

Al Cooksey

Schedule

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

Evidence of Completion

Principal logs will document conversations with teachers after learning walks and or evaluations. Calendars and schedules will also be maintained as evidence.

Action Step 2 **5**

Corrective action plans will be developed, collaboratively, for teachers who need support in utilizing feedback to adjust instruction.

Person Responsible

Sherman Stroman

Schedule

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

Evidence of Completion

Corrective Action Plans, Meeting Notes, Calendars

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

Calendars and activities of discussions with teachers will be shared to document the provision of feedback.

Person Responsible

Sherman Stroman

Schedule

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

Evidence of Completion

Calendars and activities of discussions with teachers will be shared to document the provision of feedback.

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

The District Leadership Team will review student performance data. The school administrators will provide regular updates on discussions with teachers.

Person Responsible

Al Cooksey

Schedule

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

Evidence of Completion

Improved student performance based on progress monitoring and state assessment data.

Implementation Timeline

Professional Development

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

G1. Decrease the number of students absent for more than 7 days in a nine week period by 20%.

G1.B1 Accurate attendance data is not collected.

G1.B1.S1 Training on the attendance policies and procedures when students are absent. Focus on specific classroom teachers not following the procedures in place.

PD Opportunity 1

Develop and host training on attendance policies and procedures.

Facilitator

HR Director

Participants

All instructional personnel and data entry personnel

Schedule

Monthly, from 8/17/2015 to 5/30/2016

G2. Jefferson County School District will use data to effectively drive standards-based instruction thus increasing student proficiency in reading based on the state assessments.

G2.B1 Teachers' lack of understanding of how to analyze and utilize data to provide standards-based instruction.

G2.B1.S1 District will host professional development on how to analyze data. Student performance data and progress monitoring data will be incorporated into weekly data chats with administrators, teachers and district liaisons. Instructional coaches will facilitate and support teachers' understanding of data analysis.

PD Opportunity 1

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

Facilitator

Instructional coaches, FDOE DA Team

Participants

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

Schedule

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

G3. Jefferson County School District will increase student engagement during instructional delivery as evidenced by decreased discipline referrals and increased student performance based on MTSS data and state assessment results.

G3.B1 Teachers' lack of using high-yield instructional strategies.

G3.B1.S1 District will provide professional development on using high-yield instructional strategies, such as Kagan Structures. Master teachers will be identified throughout the building using learning walks and observation data. Once identified, model lessons will be taped and made available to faculty for reflections and strategy building.

PD Opportunity 1

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

Facilitator

District Cadre and Academic Coaches

Participants

Teachers

Schedule

On 11/19/2015

G3.B1.S2 Teachers will utilize high-yield instructional strategies, such as Kagan Structures, as evidenced through lesson plans and learning walks summaries.

PD Opportunity 1

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

Facilitator

HR Director, Federal Programs Specialist

Participants

Instructional staff

Schedule

On 6/30/2016

G3.B1.S3 Identify and train a cadre of teachers and or instructional leaders who will model high-yield instructional strategies.

PD Opportunity 1

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

Facilitator

HR Director

Participants

Instructional personnel

Schedule

On 10/25/2015

G3.B2 The lack of the appropriate integration of technology in instruction.

G3.B2.S1 Provide professional development that will allow immediate integration of technology in instruction.

PD Opportunity 1

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

Facilitator

HR Directory, Federal Programs Specialist, Technology Director

Participants

All personnel

Schedule

Monthly, from 10/1/2015 to 6/30/2016

G4. Jefferson County School District will effectively evaluate instructional personnel and use the data to provide intervention strategies to increase student achievement.

G4.B1 Lack of an effective evaluation tool which does not reflect high-yield strategies.

G4.B1.S1 Revise and adopt a new formal evaluation tool.

PD Opportunity 1

The Human Resource Director and District Leadership Team will work collaboratively with School Leadership Teams to review and revise the evaluation tool

Facilitator

District Leadership Team

Participants

Teachers

Schedule

On 6/30/2016

Technical Assistance

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

Budget Rollup

Summary	
Description	Total
Goal 3: Jefferson County School District will increase student engagement during instructional delivery as evidenced by decreased discipline referrals and increased student performance based on MTSS data and state assessment results.	6,600
Grand Total	6,600

Goal 3: Jefferson County School District will increase student engagement during instructional delivery as evidenced by decreased discipline referrals and increased student performance based on MTSS data and state assessment results.		
Description	Source	Total
B1.S1.A1 - Wayne Callender consultant		0
B1.S1.A1	Other Federal	4,400
B1.S1.A1	Other Federal	2,200
Total Goal 3		6,600