

STATE BOARD OF EDUCATION
Action Item
January 17, 2017

SUBJECT: Revised Turnaround Option Plan for School District of Jefferson County

PROPOSED BOARD ACTION

Consideration of Turnaround Option Plan for Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.33, Florida Statutes

EXECUTIVE SUMMARY

Jefferson County has one school that requires a revised turnaround plan:

- #33-0111 Jefferson County Elementary School

The district presented a district-managed turnaround option for Jefferson County Elementary at the August 31, 2016, meeting of the State Board. The Board voted to deny the plan, and the district was asked to return with a plan to implement a new option.

Supporting Documentation Included: Revised 2016-17 Turnaround Option Plan

Invited Presenters: Marianne Arbulu, Superintendent, Jefferson County Public Schools; Bill Brumfield, Jefferson County School Board Chair; Hershel Lyons, Chancellor, K-12 Public Schools; and Melissa Ramsey, Regional Executive Director, Bureau of School Improvement

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

Jefferson County Elementary School – 0111

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

Item 2: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

B. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Item 4: Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

To assess the needs of the district, the leadership team reviewed and considered student performance data, data reflecting student attendance, discipline, graduation rates, teacher attendance, and teacher performance and VAM scores.

Student Performance

Historically, the district has performed below the state average on state assessments in the areas of reading and mathematics. 2016 FSA state assessment scores indicate a 7% decrease in the number of third grade students performing at proficiency in ELA. The table below shows the district’s performance on state assessment in ELA, Mathematics and Science for 2016.

	Grade 3-10 (% At or Above Level 3)		Grade 3-5 (% At or Above Level 3)		Grade 6-8 (% At or Above Level 3)		Grade 9-10 (% At or Above Level 3)	
	2015	2016	2015	2016	2015	2016	2015	2016
ELA	27%	23%	29%	30%	17%	26%	22%	25%
Mathematics	25%	28%	39%	43%	8%	7%		
	Grade 5 (% At or Above Level 3 Science)		Grade 8 (% At or Above Level 3 Science and Biology 1 EOC)		Grade 6-12(% At or Above Level 3 Biology 1 EOC)			
	2015	2016	2015	2016	2015	2016		
	27%	19%	23%	31%	61%	16%		

Performance data at Jefferson Elementary School for the 2014-2015 school year indicate the following: 28% proficiency in ELA, 41% proficiency in mathematics and 29% proficiency in science.

Historically, the district has recruited prekindergarten students with developmental delays for enrollment. While services were provided to these students during their early elementary years, the district has failed to continue support past grade two. To this end, the district made a concerted effort to improve the identification of students who need Exceptional Student Education (ESE) services and to improve the delivery of those services. According to 2014-2015 school year, 75.8% of students referred, with parental consent, for evaluation are evaluated within

60 school days of which the student is in attendance. The district's target is 100% to evaluate within 60 days of receiving the consent. While the district has seen a reduction in the time it takes to identify students and then provide services, we must continue to work in this area. At present, thirty-two (32) students have been referred for initial evaluation to determine if a student has a disability at the elementary level and four (4) at the secondary level. There have been informal discussions regarding the number of students who have not been officially identified and are Tier 2 in MTSS (Multi-Tiered Systems of Support). According to the district's SP&P (Policies and Procedures for Students With Disabilities), academic progress monitoring tools include universal screenings such as Stanford 10 for grades K-2, Florida Standards Assessment (FSA) for grades 3-10, Jefferson County Pre and Post standards based assessments in ELA and Mathematics K-12, Accelerated Reader STAR and Early Literacy STAR. In addition, grades K-5 implement Wonders core curriculum assessments for ELA and GO Math core curriculum assessments.

In addition to the above universal screenings for academics, our district implements additional programs to monitor Tier 2 and Tier 3 students. These programs include iReady, Learn Bop, and Think Through Math.

Behavior progress monitoring tools include school and district wide office discipline reports (ODR) data and Request for Assistance (RA) data. For Tier 2 and Tier 3 students additional classroom level monitoring is done through various teacher methods such as anecdotal tracking (for example: Check In/Check Out) and applications available such as ClassDOJO. Progress monitoring for behavior is individualized and carried out as indicated on the student's RTI (Response To Intervention) plan.

The responsibility for the review of progress monitoring for both behavior and academics lies with the classroom teachers, grade groups as a whole, and members of the Student Support Team who meet regularly to monitor this data. Tier 3 interventions are monitored weekly and reviewed monthly. Intensive interventions (Tier 3) are progress monitored weekly. The Problem Solving/School Based Team reconvenes to review data every 6-8 weeks or sooner depending on how the student is responding.

The decision criteria for initiating an evaluation may include, but not limited to, the following:

- Students who have been retained one or more times and are not meeting grade level standards.
- Students with failing grades in either reading or mathematics.
- Students who are requiring intensive interventions that require sustained intensity for the student to maintain progress.
- Students who are reading two or more grade levels below their current grade level.
- Students who exhibit social and emotional behaviors that indicate a potential disability.

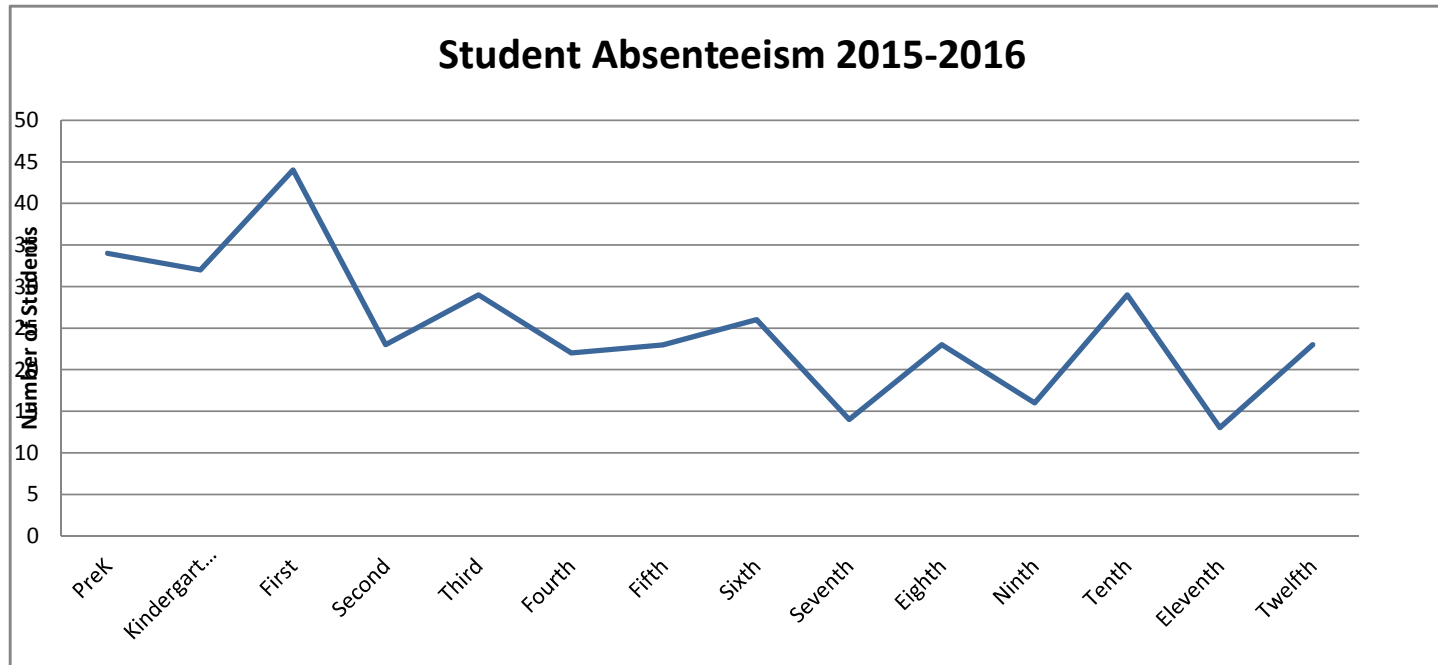
- Students with 2 or more office discipline referrals and/or suspensions from school.

Our district also has a Watch List with additional criteria that are considered in addition to what is listed above. The Watch List can be found in the MTSS RTI document listed on our district's website.

Student Attendance

Research shows that chronic absenteeism can impact students' performance in reading and mathematics. Research publicized by initiatives such as the Campaign for Grade-Level Reading show that starting in kindergarten, students who are chronically absent, (typically defined as missing 10% or more of school) are less likely to read by the 3rd grade. Chronic absence is also an early warning sign of failing courses in middle school leading to a greater chance of dropping out of high school. Chronic absences are especially challenging for low-income students whose academic achievement is affected the most by missed instructional time in the classroom. (Attendance At Work, Cooney, C. & Battjer, A.)

The graph below illustrates the number of students with chronic* absenteeism across the district.



**Chronic is defined as absences beyond seven (7) days.*

Discipline

Jefferson County School District embraced the idea that students were missing a vast number of days out of school due to suspensions for discipline issues. To this end, during the 2015-2016 school year, the district elected to implement an alternative placement program in order to provide academic and behavioral support to students who would otherwise be suspended from school. When students committed offenses that would have usually resulted in an out of school suspension, they were offered an alternative placement at Turning Point Alternative School. During their enrollment at Turning Point, the students received academic instruction and support using a certified teacher and an online curriculum. Each student who enrolled at Turning Point was required to enter into a contract that ensured their daily attendance. The implementation reduced the number of students who received out of school suspension.

According to research conducted by the West Virginia Department of Education (2013-2014), “when the disciplinary consequences take the form of in-school or out-of-school suspension, the risk of scoring below proficiency increases and proficiency gaps widen. Low income students with a single discipline referral were 1.48 times more likely to score below proficiency than low income students with no referrals; those with 5 or more were 3.25 more likely.” The graph below indicates the number of discipline referrals, by month, for the 2015-2016 school year.



Graduation Rate

The district experienced an increase of 17% in the graduation rate for the 2014-2015 school year, from 55% in 2013-2014 to 72%. Based on the 2014-2015 established target for ESE (Exceptional Student Education) students, Jefferson had 0% of its graduates earning a standard diploma. Jefferson School District’s performance data implies that the lack of consistent standards-based instruction has negatively impacted high school graduation. We believe that with the consistent utilization of standards-based instruction, students will be better prepared for state assessments and assessments such as the ACT and the SAT. In addition, highly engaging, research-based strategies will be utilized in delivery of standards-based instruction. These strategies will facilitate students’ desire to attend class daily and to master standards established for each course, thereby earning the required number of credits for graduation.

Teacher Attendance

An expansion of the review of student and teacher performance also included teacher attendance. While policymakers have been directing considerable attention to teacher effectiveness, one basic aspect of effectiveness has received relatively little attention: teacher attendance. No matter how engaging or talented teachers may be, they can only have an impact on student learning if they are in the classroom. (*Roll Call: The Importance of Teacher Attendance*, NCTQ, 2014.) The chart below indicates teacher attendance rates by school during the 2015-2016 school year compared to August – November of the 2016-2017 school year. The percentage included days identified as sick and or personal leave, with or without pay. These absences resulted in a reduce number of instructional hours for students. Further, the data indicates that the teacher attendance impacted the delivery of high-quality instruction. Based on the data where habitual absences are indicated, employees have not been recommended for reappointment for the 2016-2017 school year. To incentivize teacher attendance, the district will provide a one-time stipend to those teachers who miss no more than three (3) instructional days during the school year.

Jefferson County School District Teacher Attendance Comparison

	Jefferson Elementary School		Jefferson Middle High School	
	2015-2016	August-November 2016	2015-2016	August-November 2016
# of Teachers	33	31	28	24
# of Hours Recorded Sick (Total)	1482.50	439.25	1339.25	340
# of Hours Recorded Sick (By Month)	164.72	109.81	148.81	85
# of Hours Recorded Personal (Total)	0	0	423	82.50
# of Hours Recorded Personal (By Month)	0	0	47	20.63
# of Hours Recorded	78	22.50	101.75	17.75

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Unpaid (Total)				
# of Hours Recorded Unpaid (By Month)	8.67	5.63	11.31	4.44

Teacher performance and VAM Score

Teacher VAM scores for the 2014-2015 school year, provided by the FDOE indicate one (1) highly effective teacher in the school district. This VAM classification did aligned with the rating the teacher received using the district’s evaluation tool. However, thirteen (13) of the teachers who earned a VAM classification of *Needs Improvement* were rated as *Effective* by the school administrator and three (s) who earned *Unsatisfactory* VAM classification were district-rated *Effective*. Because the VAM classifications contrast with the district-assigned evaluation rating, the district has initiated a review and revision of its current evaluation tool. The implementation of the tool will begin during the 2016-2017 school year. The classroom walkthrough tool will be revised to better align with the indicators on the teacher evaluation, thus increasing its usefulness in providing feedback and support to teachers.

The VAM and student performance data further indicate that teachers are not prepared, supported and monitored, to ensure the delivery of standards-based instruction.

VAM Classification District Summary Comparison

VAM Classification	Percent of Teachers (2015)	Percent of Teachers (2016)
Highly effective	<3%	4%
Effective	45%	50%
Needs Improvement	45%	40%
Unsatisfactory	10%	6%

Aligned with the 2016-2017 DIAP, based on the district problem solving process and understanding the culture of the school district needs to

be one conducive to performance excellence, the District Leadership Team has established the goals listed below to facilitate performance turnaround. We will address Goals 1 – 3 through specific activities described in this TOP; Goal 4 (Increasing Parent and Community Involvement) will be addressed through each school’s School Improvement Plan.

Goal 1: In order to increase student proficiency in core curricular areas, Jefferson County School District will involve all stakeholders in a focused mission to improve student achievement through alignment and implementation of critical elements of curriculum, assessment and instructional practice to deliver on the promise of standards-based instruction. Monitoring and modifying instruction to meet student needs and support proficient student work includes a focus on continuous formative assessment, student and teacher data tracking and monitoring lesson plans for rigor and alignment to the Florida State Standards.

Goal 2: Jefferson County School District will provide research-based, results-driven professional development opportunities for staff and will more effectively evaluate instructional personnel, utilizing the data to initiate and continue improvement in school and classroom practices and student achievement. Regular walkthrough visits will be conducted in order to facilitate improvement in lesson plan development, high expectations, differentiated instruction and utilizing instructional coaching rounds to provide formative feedback.

Goal 3: Jefferson County School District will increase student engagement during instructional delivery as evidenced by decreased discipline referrals and increased student performance. We will base our level of effectiveness on using our MTSS data and state assessment results. It is our belief that by setting high expectations for all students to learn and through increasing the level of teacher and student engagement in the delivery of Florida State Standards, we will positively impact motivation for teaching/learning as well as increase the number of students on track for graduation.

Goal 4: Jefferson County School District will increase the number of parents and families who are actively involved in their students’ education through planning activities and programs of support designed to focus on the student outcomes that will equip them to be 21st century citizens; namely, critical thinking, communication, collaboration and creativity.

B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school’s needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

Option 1: District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of “D” for three consecutive years must implement the district-managed turnaround option.*

Option 2: Closure

The district will reassign students to another school or schools and monitor progress of each reassigned student.

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Option 3: Charter

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

Option 4: External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

Option 5: Hybrid

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

After close review and evaluation of the available options, the Jefferson County School District has elected to implement Option 5: Hybrid, where the District will partner with an external partner with a proven record of effectiveness in schoolwide reform. The support and guidance provided by the external operator is critical to sustained academic improvement for students and capacity building for administrators and teachers. This District has committed to employing a Curriculum and Instruction Specialist whose duty will be overseeing the Turnaround Option Plan and providing guidance and direction in the implementation of effective instruction.

Student assessment data and teacher performance data clearly indicate the need to focus on curriculum and instruction in order to improve student performance. The District will employ a full –time school principal and assistant principal at Jefferson Elementary School. Jefferson’s students need leaders who are willing to stay the course and who believe our students can compete at the highest levels.

As defined by the Florida Department of Education, an **External Operator** will come in to support specific components of the school programs. Those components include providing professional development through modeling and instructional support. The external operator that has partnered with the district at Jefferson Elementary School is **Success for All (SFA)** for grades PreKindergarten-5. An analysis of student performance and teacher performance data clearly indicate the need for curricular and instructional support both at the district and school level. As a partner, Success For All will model effective strategies for classroom teachers, provide professional development and offer support throughout the school year.

The Jefferson County School District has begun to experience improvement in student performance through the implementation, monitoring and support of specific instructional strategies at the school and at the district level. Such improvements include improvement in the graduation rate and an increased number of teachers continuing employment. The recent release of FSA scores reported by FDOE, indicate

- Improved 19 percentage points for high school students in Algebra 1.
- Increased nine percentage points in Grades 6-8 English Language Arts.
- Moved up eight percentage points in Grade 8 Science combined (Statewide Science assessment and Biology 1 End-of-Course

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assessment) and seven percentage points in Algebra 2.

In an effort to ensure that teachers are prepared and supported, the district has elected to contract with an external operator that will provide support through professional development at both the teacher and the leadership levels (SFA). Utilizing the external operator will allow us to access individuals and resources with proven records of success. We will continue to utilize our educational consortium, PAEC, as an immediate resource for technical assistance and teacher/leaders training. We will also continue our partnership with the discretionary projects provided by Bureau of Exceptional Education at the Department of Education

In order to continue the efforts that we have begun during the 2015-2016 school year and to effect change, we must institutionalize the practices. The external partner, SFA, will provide us with guidance, direction and ensure that processes are implemented with fidelity. Success for All will work with school administrators, instructional coaches, and teachers to address teaching and learning for school reform. Consultants will be assigned to the school, partnering to guide data analysis and facilitate data-driven decisions.

Phase 2

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students’ failure to improve can be attributed to the faculty.

DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

Area of Focus 1

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

Area of Focus 2

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

Area of Focus 3

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

Area of Focus 4

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

Area of Focus 5

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

DMT Item 8: In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

The district has identified several barriers that must be eliminated in order to effectively address the needs of the school included in this Turnaround Option Plan. First, there is an immediate need to establish systems that will ensure high expectations, address language and vocabulary development and oversee formative assessment practices district-wide. To facilitate the systems effectively, we must identify an

individual who has the capacity to guide curriculum development, support program planning and manage instructional programs so that we can ensure sound instructional practices. We recognize that limited support has been provided to schools from the district level. Employing an individual whose responsibility will be teaching and learning will improve teacher practice and student performance. Second, while required plans have been developed, little monitoring of the implementation of the strategies of those plans has been conducted. The district is committed to monitoring plan implementation and holding responsible individuals accountable for their respective areas. Individuals will be required to develop and present quarterly reports on the progress in implementation which will be provided to the School Board and to the Community Assessment Team. Success for All will assist in the development of the reports. As directed by the Commissioner of Education, SFA, the external partner, will present monthly reports to the Florida Department of Education and to the State Board of Education. Another barrier that the district has identified is the lack of a program that supports new and beginning teachers and administrators. To this end, the district will participate in a program that will provide ongoing support and mentors, which will include modeling and coaching with immediate feedback. In addition, the district will provide or make available professional development to ensure teachers deliver standards-based instruction. The professional development activities in curriculum, instruction, assessment, and capacity building in data informed instruction/MTSS, and lesson planning will be a part of the professional development program, which will be monitored at the district level by the Human Resources Specialist. School administrators and mentees will monitor plans at the school level to ensure the data-informed instruction is provided through highly engaging strategies as gained in professional development activities. The district contends that establishing a systematic framework of support through a new and beginning teacher program, instruction will be positively impacted as teachers will be better prepared to deliver high-quality instruction.

Status Update on Progress Towards Improving Student Performance:

Identified Non-negotiable	Progress/Action Steps
<p>Timely identification and assessment of students for the proper instructional placement and support</p>	<p>Full-time school psychologist hired who completed evaluations; however, no reports were submitted, as a result the contract was terminated due to failure to submit deliverables District has requested and been granted additional time from parents regarding evaluations Elementary students have been referred to FSU Multidisciplinary Center and an independent contractor Secondary students have been referred to VR Students who did not require an evaluation have been staffed as SLD</p>

	<p>(Specific Learning Disability) with a plan for further evaluations (All will be staffed by January 2017)</p>
<p>Establish a district protocol for filling vacancies within a 30-day timeframe for instructional positions. This protocol will be shared with all staff involved in the hiring process and the Human Resource Specialist will oversee the process. To the extent possible, all administrative and instructional positions will be filled by highly-effective individuals who have met qualifications reflected on the job descriptions and have a demonstrated record of performance in the position/field.</p>	<p>The district has exercised the flexibility to reduce the length of time required to advertise vacancies; however, due to the restraints imposed by the district’s financial status, the district has experienced a delay in filling positions. Presently, there are four (4) instructional positions vacant at JES and two (2) instructional positions vacant at JCMHS. All vacancies are currently advertised.</p>
<p>Develop a high-quality system of support for new and beginning teachers and administrators. The program will be district-based and will provide frequent and consistent mentorship and support. Mentors will be assigned to each new and beginning teacher and administrator. Mentors will be required to meet with their mentee(s) bi-weekly to provide support, answer questions and offer encouragement. Informal notes will be maintained by each team and assistance will be provided when appropriate. Mentor assignments will be made based on teaching assignments, i.e. an ELA teacher will be mentored by another effective ELA teacher. All mentor teachers must hold a valid teaching certificate in their assigned area and must complete a mentor training module offered through PAEC or complete the college course for hosting an intern offered through the local universities. Mentors will be trained in the expectations of the mentor program and will receive a one-time stipend of \$1200 per year at the close of the school year. PAEC will support the development and implementation of this strategy by providing professional development opportunities to support new and beginning teachers.</p>	<p>Beginning teachers are required to participate in the Beginning Teacher Program, propel (Promoting Professional Excellence), offered through the Panhandle Area Education Consortium (PAEC). New and beginning teachers have been assigned mentors and meet with their mentors both formally and informally frequently. Documentation of the support is monitored by the school level administrators. Funding for stipends have been included in the Title II, Part A grant.</p>

<p>Incentivize attendance for employees in instructional positions to reduce the number of days students are not served by a highly effective teacher. Further, the district will follow the approved School Board Policies regarding employee attendance. Employees who do not adhere to the established policies will be placed on a Corrective Action Plan. The plan will be closely monitored by the school administrators with support and the Human Resource Specialist will oversee the implementation of this strategy.</p>	<p>Employee attendance is being monitored by school administrators. All leave must be approved at both the school and district levels. Data shown on page 10 indicates teacher attendance August – November 2016.</p>
<p>Monitor the implementation of the Turnaround Option Plan and provide follow-up to ensure that strategies are being implemented with fidelity, making modifications based on results. This effort will be driven by the District Leadership Team, led by superintendent. Monitoring will occur monthly during District Leadership Team meetings and reported to the RED.</p>	<p>The Federal Programs Specialist has worked with the schools and external operators to facilitate execution of the contracts, coordinate activities and order associated materials. External operators are currently engaged and services have begun. The Federal Programs Specialist has met with district leaders responsible for non-negotiables for status updates and next steps, as reflected. The Superintendent and Federal Programs Specialist met with the Differentiated Accountability Team to monitor progress and assess whether changes were required. (December 2016) The District Leadership Team met to assess progress and determine changes. (December 2016)</p>
<p>Deploy a Learning Management System (LMS) to facilitate improved delivery of instruction, increase collaboration and expand access to the standards addressed in daily instruction. This online solution will improve student learning by providing a coherent, standardized online classroom experience for all students across all content areas. Training for the LMS will be facilitated by the Instructional Technologist and will occur prior to the beginning of the 2016-2017 school year and continue throughout the school year. The Instructional Technologist will also provide modeling and support for implementation. Through</p>	<p>The adoption and implementation of the Learning Management System is in progress. The system, a component of the FOCUS management software, has been purchased and will be ready for use in January 2017. Planning for the use of the LMS has begun, with teachers and coaches providing input for the structure and contents of the web pages. The delays in implementation were caused by 1) initial training provided to the district was with a new version of FOCUS that will not be available to the district until January, 2017, and 2) training materials for the current version of FOCUS were not available until late in the first semester. It was decided to delay</p>

the LMS, teachers will be required to establish an online presence that will be available to students and families 24/7. The online presence includes documentation, tracking, reporting and delivery of curriculum. Lesson plans will be reviewed weekly by school administrators. The Instructional technologist will monitor the use of the LMS and provide weekly reports to the curriculum specialist and the District Leadership Team. This information will be included in conferences with teachers and will be considered during both formal and informal evaluations.

implementation of the LMS until the new version of FOCUS is implemented across the district so that the training will match the current version of software. Training will begin in January 2017 at both JES and JCMHS.

Area of Focus 1

In an effort to address the significant deficiencies that we have continuously experienced at grade three, the district will administer an assessment to all students in grades Kindergarten through second in the Spring 2017 as a summative assessment at each grade level. The data from the assessment will be disaggregated at the district level by the testing coordinator, curriculum specialist and district leadership team. The data will be provided to the school administrators and teachers, in June, prior to the start of school, and will be used to make data-driven decisions regarding curriculum and instruction.

The district has elected to utilize iReady to monitor student progress. The district began the implementation of iReady during the 2015-2016 school year; the 2016-2017 school year will be the first time the district has used the solution as a diagnostic tool for grades kindergarten through five.

The frequency of progress monitoring assessments of the Florida standards will occur three times per year (baseline, mid-year and final). In addition, the district will conduct progress monitoring in the area of Science (Grade 5) each grading period. Classroom teachers will be required to administer common, interim assessments, based on subject areas, curricular resources, and pacing guides.

Data from these assessments will be monitored weekly at the school level. School administrators and instructional coaches will host data chats each week and will require teachers to indicate how instruction will change based on student performance. At the district level, the curriculum specialist will host curriculum meetings where the data will be disaggregated and data-driven decisions will be made to directly impact classroom instruction. Curriculum meetings will include principals, instructional coaches, assistant principals and district directors.

A professional development institute for all district staff was provided prior to the opening of the 2016-2017 school year. The content of the

institute was based on the district instructional and student achievement needs. Ongoing and job-embedded professional development will be provided with support by the curriculum specialist and instructional coaches. These professional development activities will be held weekly and will be required for all teachers. Training will be Kagan Structures, unpacking the standards, delivering standards-based instruction, incorporating accommodations and modifications based on student needs, universal design for learning and trauma-informed care. Consultants and experts in each of the areas will be provided through the General Fund, Title I and Title II. Implementation of strategies gained through the professional development activities will be documented by lessons and evidenced by student improvement.

Area of Focus 2

Classroom teachers' lesson plans must reflect the intervention strategies and Kagan Structures that are implemented daily. The instructional coaches will model the implementation of Kagan Structures, effective intervention strategies and provide support to teachers.

JES will implement and integrate the blended digital model with fidelity using Wonders. Teachers will document implementation through lesson plans which will be reviewed weekly by school administrators and instructional coaches. SRA Reading mastery will be implemented school-wide through the mandatory ninety-minute reading block and the extended instructional hour required for the state-identified lowest performing elementary schools. Classroom teachers' lesson plans must reflect the intervention strategies and Kagan Structures that are implemented daily. The instructional coaches will model the implementation of Kagan Structures, effective intervention strategies and provide support to teachers.

JES will implement and integrate the blended digital model with fidelity using Go Math. Teachers will document implementation through lesson plans which will be reviewed weekly by school administrators and instructional coaches. Small group instruction will be implemented school-wide through the math block. Classroom teachers' lesson plans must reflect the intervention strategies and Kagan Structures that are implemented daily. The instructional coaches will model the implementation of Kagan Structures, effective intervention strategies and provide support to teachers.

Small-Group Reading Instruction (SGRI) is one of the most critical components of a comprehensive literacy program. In small groups students gain the advantage of interacting with other students but also have the potential for direct and constant contact with the teacher. SGRI allows the teacher to provide a layer of differentiation to whole-group instruction by providing opportunities to work with students whose needs are more alike than they are different. SGRI allows the teacher to vary the student membership of the groups and the level of texts used with each group. This helps the teacher target instruction to better meet the needs of the students in a manner that isn't as possible in large-

group settings (Ford and Opitz 2008). This may be especially critical for the below grade-level reader.

The implementation of strategies directly impacting curriculum and instruction must be addressed in order to improve student performance. The selected programs will serve as resources which are directly aligned with FSA standards. It is imperative that Jefferson County School District employs a curriculum specialist whose primary responsibility is to guide program development, curriculum planning and management of instructional programs. At the school level, the Assistant Principal will provide the critical administrative support to ensure the fidelity of implementation of Success For All project. While the reading coach provides direct, day to day support of the program, the Assistant Principal sets the vision and expectations, coordinates and manages the leadership team and supports and coaches the SFA/Reading Coach.

Area of Focus 5

Jefferson County School District will offer intensive summer programming in the core curricular areas of ELA and Mathematics. Participation will be determined by student performance on FSA ELA, FSA Mathematics, and report card grades. Students who have not demonstrated adequate progress in the core areas will be required to attend the summer session. The session will last at least five weeks and will operate four (4) hours per day, Monday through Thursday. Students will be assessed at the close of the summer session using a district-developed assessment. Results from the summer session will be disaggregated by the school administrators and will be used to inform placement for the upcoming school year.

Phase 2

Option 2: Closure

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall close the school(s) and reassign students to higher-performing schools in the district.

Assurance 2

The district shall monitor the reassigned students and report their progress to the department for three years.

Implementation Plan

Closure Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of students identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

Phase 2

Option 3: Charter

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall close the school(s) and reopen as a charter or multiple charters, in accordance with section 1002.33, F.S.

Assurance 2

The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3

The district shall select a charter organization that has a successful record of providing support to high-poverty, low-performing schools, and provide evidence of its success.

Assurance 4

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

Charter Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of the school(s) identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

Phase 2

Option 4: External Operator

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall enter into a contract with a school turnaround organization or Education Management Organization (EMO) to operate the school(s), following established district policies and procedures for contracting with external providers.

Assurance 2

The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.

Assurance 3

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

External Operator Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of the school(s) identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

Assurances 1 & 2 - I.A.2.d; Assurance 3 - PS Goal 2, Strategy 3

Phase 2

5

Option 5: Hybrid

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances.

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** to document compliance with the assurances.

Assurance 1

In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.

Additional Assurances

If the district is developing a hybrid model that includes components of options 1-4, the district shall comply with all applicable requirements of the respective options, and should include the corresponding assurances in the implementation plan.

Implementation Plan

Hybrid Item 1: The **2016-17 DIAP** shall include the details of how the district will implement the strategies in the school(s) identified for turnaround in order to meet the needs of the school(s) as identified through the needs assessment in Phase 1. Use the box below to enter a brief summary of the strategies the district has included in Part **III of the DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

Assurance 1: The Jefferson County School District will contract with the educational management organization, Success For All (SFA) to lead systemic change and provide support. SFA will provide guidance and direction at the elementary school, specifically in the areas of curriculum and instruction. The organization will offer leadership in professional development by providing access to individuals and resources with proven records of effectiveness. To ensure fidelity of implementation and success of the school reform, the District will employ a district curriculum specialist and an Exceptional Student Education (ESE) specialist, at the district level. At the school level, the District will employ a school principal and an assistant principal. SFA, currently approved by the United States Department of Education as an entity with a proven record of effectiveness in turning around low-performing, high poverty schools. For SFA schools, Florida elementary schools implementing Success for All made significant progress on the Florida Comprehensive Assessment Test (FCAT-2) – Reading scale. From 2012 to 2013, Florida Success for All elementary schools had a 1 percentage-point increase in the number of students in grades 3–5 who scored at or above Achievement Level 3. Other Florida schools declined by 1 percentage point. (<http://www.successforall.org/results/evidence-for-success/>).

The SFA whole-school improvement model weaves together four essential strategies to help you ensure the success of your students:

Powerful Instruction: All instruction in SFA is built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Tutoring tools provide individualization and extra instructional time for struggling readers.

Leadership for Continuous Improvement: School leaders, teachers, and other school staff work in collaboration to set quarterly goals, select leverage points for improvement, measure progress, and celebrate success.

Schoolwide Support and Intervention Tools: Proven strategies focus on attendance, parental involvement, positive school culture, family needs, health issues, and individual student support to make sure that students are in school and ready to learn.

Professional Development and Coaching: Implementation is supported by extensive job-embedded professional development and coaching that enables teachers and school leaders to make the most of the research-proven approach.

Scope of Work for Jefferson County School District

Jefferson County Elementary

Curiosity Corner (pre-kindergarten):

Curiosity Corner is a comprehensive program for three- and four-year-old preschoolers designed to provide a strong foundation in language and literacy, mathematics, science, listening and social skills, creative expression, and positive self-esteem through a holistic, thematic approach to instruction. Curiosity Corner provides teachers with well-structured thematic units that are aligned with state and national early learning guidelines. The program includes detailed instructions and provides many of the materials necessary to implement a stimulating, engaging program while training and supporting the educators who are implementing it.

KinderCorner (kindergarten):

KinderCorner is a comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. Using a thematic approach to learning, KinderCorner addresses all key developmental domains for early learners. KinderCorner helps children make sense of the world around them, fostering the development of their language, literacy, math, interpersonal, and self-help skills and science and social studies concepts. KinderCorner consists of thematic units that are designed to relate to children's lives, interests, and surroundings and introduce them to concepts that are then explored and reviewed through concrete, integrated, theme-related activities. KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote children's phonological awareness, phonemic awareness, and oral-language development. These activities include interactive story reading and storytelling, action songs and rhymes, and verbal guessing games. Each day, children choose from among Learning Labs and engage in reflection activities to promote their problem-solving skills. The literacy development emphasized through KinderCorner also includes the development of phonics and during the second half of the school year, a formal introduction to reading phonetically controlled text through KinderRoots. KinderRoots provides kindergarten students with an introduction to reading, beginning halfway through the school year. Through fun lessons and Shared Stories, students are exposed to the use of sound blending and strategies for word recognition and text comprehension.

Reading Roots (reading level 1):

Reading Roots 4th Edition is a ninety-minute comprehensive program that targets the needs of beginning readers. It provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, along with instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral-language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading levels every quarter to ensure that they receive the most focused instruction. Reading Roots is built around forty-eight lessons. Separated into four levels, it supports concept development in oral-language development, phonemic awareness, phonics, word skills, fluency, and writing. Second- and third-grade nonreaders can be regrouped into Reading Roots classes. Extensive video vignettes and electronic materials for use on interactive whiteboards, computers with projectors, or DVDs include numerous presentations of letter sounds, sound blending, and vocabulary in addition to modeling of cooperative learning.

Reading Wings (reading levels 2–6):

Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute daily lessons and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills. To ensure that students become proficient readers, Reading Wings uses the Success for All Foundation's core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities with both narrative and expository texts. Targeted Treasure Hunts, a key component of the Reading Wings program, provide instruction focused on targeted reading skills and strategies. All the instruction accompanying each five- or six-day lesson cycle centers around

a narrative or expository trade book or basal selection, allowing for background building, topic-specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment. Reading Wings further supports reading comprehension through the Savvy Reader. The Savvy Reader provides intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing. Additional Savvy Reader lessons provide comprehension-strategy instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts. Video vignettes for use on interactive whiteboards or other electronic formats include compelling introductions to novels and expository texts, modeling of advanced reading and writing strategies, and modeling of cooperative learning.

Tutoring (reading levels 1-3):

Early intervention computerized instruction for students who demonstrate a need for additional help. Instruction within a targeted group or one on one is available, and it is aligned to the classroom objectives being taught.

Implementation of Success for All

Year 1 – Beginning Implementation

Introductory Workshops

The principal, the Success for All facilitator, and the Schoolwide Solutions coordinator attend a five-day New Leaders Conference in Baltimore. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA Prekindergarten–5 approach. (Conference registrations do not include travel or hotel expenses.) Your Success for All point coach will conduct a Leading for Success planning kickoff meeting with each school’s Leadership team. These meetings will be at the school site in preparation for the program-introduction workshops that will be conducted for the full staff.

Program-introduction workshops involving all staff members will present the schoolwide structures and instructional processes with an emphasis on preparing teachers to use the Success for All instructional tools and classroom materials. After a one-day whole-school overview, teachers meet in break-out groups, each guided by a SFAF coach, for introductions to Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, and the Reading Edge.

Staff responsible for increasing school attendance, enhancing parent involvement, managing student interventions, and creating community engagement will be provided with three days of workshops over the course of the year to develop the Schoolwide Solutions program for the school.

Ongoing Coaching

Success for All coaches will visit the school throughout the year (approximately two to four days per month) to provide coaching related to all aspects of SFA Prekindergarten - 5 implementation. During visits, coaches will review progress relative to previously set goals and against

previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, planning for achievement growth, and meetings with school staff responsible for schoolwide initiatives related to prevention and intervention (such as attendance, parent involvement, and student referrals). Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.

Start-up Materials

Materials for schoolwide structures provided for start-up include the New Leader's Guide (provided at the New Leaders Conference), the *Leading for Success Schoolwide Solutions Guide*, Getting Along Together classroom materials, and Tutoring with Alphie software. Instructional materials include teachers' guides and a wide variety of student and teacher materials for all the components that you are implementing. During the first year, Reading Wings students will use the comprehension-strategy instruction materials The Savvy Reader—Clarifying and The Savvy Reader—Summarizing. Jefferson County Elementary plans to use Reading Wings with its existing reading textbook McGraw Hill Wonders 2014. Some trade books for listening-comprehension instruction that is embedded in Reading Wings lessons must be purchased directly from outside vendors. Estimated costs are included in this letter. Trade books must also be purchased from outside vendors as the primary text for students in The Reading Edge, the curriculum used at Jefferson County Middle High. Estimated costs are included in this letter as well.

Online Tools

Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers that provide tools to track student progress on both classroom measures and formal assessments throughout the year and provide a wide variety of reports. In addition, teachers and school leaders will have access to webinars, tutorials, instructional resources, and members of the Success for All Foundation community for implementation support. The Resource Centers also include support for SFAF classroom interactive whiteboard media.

Conferences

Registration fees for three staff members from each school to the five-day New Leaders Conference and to the three-day Experienced Sites Conference are included in this proposal. (Conference registrations do not include travel or hotel expenses.)

Year 2 – Refining Implementation

Workshops

Your Success for All point coach will conduct a Leading for Success planning meeting with the school Leadership team to review progress and set the stage for continuous improvement of implementation and student achievement. This meeting will be at the school site in preparation for the year 2 refinement workshops for the full staff.

On-site days at each school for refinement workshops involving all staff members will focus on areas in which improved implementation can

accelerate student growth in achievement (see sample schedule below).

Ongoing Coaching

Success for All coaches will visit each school throughout the year to provide coaching related to all aspects of SFA K–8 implementation. Specific activities will be geared toward observing the levels of implementation of all program elements and utilizing classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide Solutions data (attendance, parent involvement, and student referrals), selected classroom observations, teacher meetings, plans for continuous improvement, and a summary report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.

Year 2 Materials

New materials for comprehension-strategy instruction, The Savvy Reader—Predicting and The Savvy Reader—Questioning, are included for the Reading Wings instructional groups. Online Tutoring licenses are renewed. In addition, you may need to replenish consumable materials for Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, and the Reading Edge.

Online Tools

Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the Success for All Foundation community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.

Conferences

Registration fees for three staff members from each school to the three-day Experienced Sites Conference are included in this proposal. (Conference registrations do not include travel or hotel expenses.)

Year 3 – Building Internal Capacity for Supporting Implementation Quality

Workshops

Your Success for All point coach will conduct a Leading for Success planning meeting with each school’s Leadership team. This meeting will be at the school site in preparation for the year 3 capacity-building workshops for the full staff.

On-site capacity-building workshops involving all staff members focus on self-assessment and planning for continuous improvement in student achievement based on the specific needs of your school (see sample schedule below).

Ongoing Coaching

Success for All coaches will conduct on-site support days at each school, distributed throughout the year. Specific activities will be geared toward observing levels of implementation of all program elements and utilizing the classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide Solutions data (attendance, parent involvement, and student referrals), selected classroom observations, teacher meetings, plans for continuous improvement, and a summary report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.

Year 3 Materials

Online Tutoring licenses are renewed. You may need to replenish consumables for Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, and the Reading Edge.

Online Tools

Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the SFAF community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.

Conferences

Registration fees for three staff members from each school to the three-day Experienced Sites Conference are included in this proposal. (Conference registrations do not include travel or hotel expenses.)

District Name: Jefferson County School District

Petition for Additional Time

This section is applicable only to districts that have completed two or more years of implementation of a State Board-approved turnaround option plan.

- The district requests an additional year to implement the previously approved turnaround option. Evidence that implementation of the current option is likely to improve the school grade is attached. Any substantive edits to the current State Board-approved plan are clearly noted in this form.

Review and Approvals

This section is applicable to all districts.

<p>RED Recommendation for Approval of TOP:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recommend for Approval <input type="checkbox"/> Recommend for Approval with Reservation <input type="checkbox"/> Do Not Recommend for Approval 	<p>Comments:</p> <p>Date of Review:</p>
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Signature:

District Superintendent

Date

Revised 12/28/2016 – Jefferson County School District – Jefferson Elementary

Attachment A

New/Beginning Teacher Mentor Assignments

SY 2016-2017

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New/Beginning Teacher	Assignment	Mentor	School
Brooks, Cayco	Kindergarten	Butler, Makeba	JES
Howard, Sherica	Fourth	Massey, Forrest	JES
Potter, Angela	Fifth	Massey, Forrest	JES
Routt, Hannah	Kindergarten	Hofheinz, Amanda	JES
Armstrong, Jason	ESE	Cox, Regina	JCMHS
Arrington, Brittany	Biology	Mtichell, Algeletha	JCMHS
Bullock, Caleb	Civics	MacWilliam, Peter	JCMHS
Cortes, Jessica	ESE	Holton, Katrine	JCMHS
Farrell, Amanda	(MS) Language Arts	Mills, Pamela	JCMHS
Jennings, Sierra	(MS) Social Studies	Dross, Michael	JCMHS



December 2, 2016

Mr. Elijah Key, Principal
Mrs. Elizabeth DeCardenas, Assistant Principal
Jefferson Elementary School
960 East Rocky Branch Road
Monticello, FL

Dear Mr. Key and Mrs. DeCardenas:

Thank you for the opportunity to work with you all on you December 1, 2016. It was great to discuss the desired outcomes that support student achievement growth at **Jefferson Elementary** and I thank you for your participation.

At this visit, Ms. Hofheinz and I **completed** the following:

- Reviewed assessments and began placing students into reading groups. We used STAR test results and fluency and state data.
- Prepared students and test pages from Treasure Hunt to be printed by PACE.
- Met with Leadership to discuss schedule for 90-minute uninterrupted reading block, plan weekly component meetings, reviewed some assessments, and reviewed training schedule for Kindergarten, Roots, and Wings.

Highlighted are some of your top **accomplishments** that have helped increase momentum at **Jefferson Elementary**;

- **Getting Along together is being implemented in most classrooms!! Students are working in teams!!**
- All third, fourth and fifth grade students have been STAR tested and fluency checks have been done. This data was important to have for grouping students into Reading Groups.
- Almost all 1st and 2nd grade students have been Roots tested.
- Reading Wings print materials have been sent to printed by PACE.

As we discussed it is essential for your school to maintain a laser-like focus on student achievement. **Here are the top-prioritized leverage points that will increase momentum at your school:**

Content: Teachers will continue implementing GAT on a daily basis. Teachers will be placing students into partners and teams. Teachers will implement Think-Pair-Share (TPS) as they ask higher order questions to students.

Coaching: Reading Coach will continue to observe during GAT and provide teachers feedback on teaming and partner discussion.

Assessment and Regrouping: Reading Coach will complete last Roots assessments be ready for regrouping. She will also begin dividing third-grade students into reading groups following the process we used for fourth and fifth grade students.

Member Center: Reading Coach will make certain all students are imported into Member Center before January. This will ensure teachers can enter their classroom data on a timely basis.

There is much to do before you fully start your **Success for All** implementation but we will work together, in partnership, to start strong, support teachers and improve student achievement. I appreciate the entire **Jefferson Elementary** team and look forward to training your preschool and Kindergarten teachers on **December 15, 2016**. Please do not hesitate to call or email me or your SFA regional manager, Jennifer Ebinger, at any time you have needs or questions. This is going to be a terrific year!

Sincerely yours,

Teresa Blanton
School Improvement Coach
404 915-8318
tblanton@successforall.org

cc:
Mrs. Amanda Hofheinz, Reading Coach
Ms. Tammy McGriff,
Ms. Melissa Ramsey, Florida Director of School Improvement
Mr. Calvin Trombley, Florida School Improvement Specialist
Mr. Jeff Sewell, Florida School Improvement Specialist

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