



FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

**Turnaround Option Plan (TOP) – Phases 1 and 2
Planning in 2015-16 for Implementation in 2016-17**

Purpose

The purpose of this document is to guide districts as they plan for turnaround.

Instructions

Turnaround selections and plans shall be made by the district according to the department's prescribed deadlines during the turnaround planning year for each school required to plan for turnaround pursuant to paragraphs (4)(b), (5)(a) and (9)(b) of Rule 6A-1.099811, Florida Administrative Code (F.A.C.).

Districts shall complete phase one (i.e., Parts I-III of this form) by providing opportunities for stakeholders to engage in the turnaround option selection process, conducting a detailed needs assessment to determine which of the five options will address each school's greatest areas of need, selecting an option, and describing how the strategies to be implemented through the selected option directly addresses the needs of each school.

Districts shall complete phase two by developing a plan for implementing the selected option in accordance with the needs of the school(s).

In 2016, requirements of this form are to be addressed through the **2016-17 District Improvement and Assistance Plan (DIAP)** in the Continuous Improvement Management System (CIMS) or in the spaces provided, as directed on this form.

This completed form and an attached DIAP shall be submitted to the regional executive director (RED) for review and feedback. The final plan shall be signed by the district superintendent and approved or denied by the State Board.

Flexibility

Modification of the requirements of this form may be approved based upon the following:

1. The request is made on this form.
2. The request includes evidence that the modification will not impede school improvement.
3. The request includes evidence that the modification is not contrary to statutory requirement.

RED Review and Recommendation

The RED will review the district's draft and provide feedback and support to the district in the summer prior to implementation. On the final plan, the RED will check one of the following recommendations: "Recommend for Approval," "Recommend for Approval with Reservation" or "Do Not Recommend for Approval," and provide the rationale for any reservations.

Additional Deliverables

The following deliverables, if applicable to the selected option, shall be maintained by the district during the turnaround planning year and made available upon request: documentation of stakeholder engagement, timeline for transition, research on selected programs, list of possible external partners, research on selected external partners, and copies of correspondence with external partners.

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 Middle High School - 0021

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. 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 County Middle High school has been assigned a letter grade of 'F' for the 2014-2015 school year. Performance data for the 2014-2015 school year indicate the following: 20% proficient in ELA, 11% proficient in mathematics, 41% proficiency in science

and a 60% graduation rate for 2013-2014. The district experienced an increase of 17% in the graduation rate for the 2014-2015 school year; however did not graduate any students with disabilities with a standard diploma in 2014-2015.

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. There have been informal discussions regarding the number of students who have not been officially identified and are Tier 2 in MTSS. According to the district's SP&P, academic progress monitoring tools will include universal screenings and assessments such as Northwest Evaluation Association MAP 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 to the above universal screenings for academics, our county implements additional programs to monitor Tier 2 and Tier 3 students. These programs include Study Island and will add Achieve 3000.

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 Classroom DOJO. Progress monitoring for behavior is individualized and carried out as indicated on the student's RTI 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) is 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.

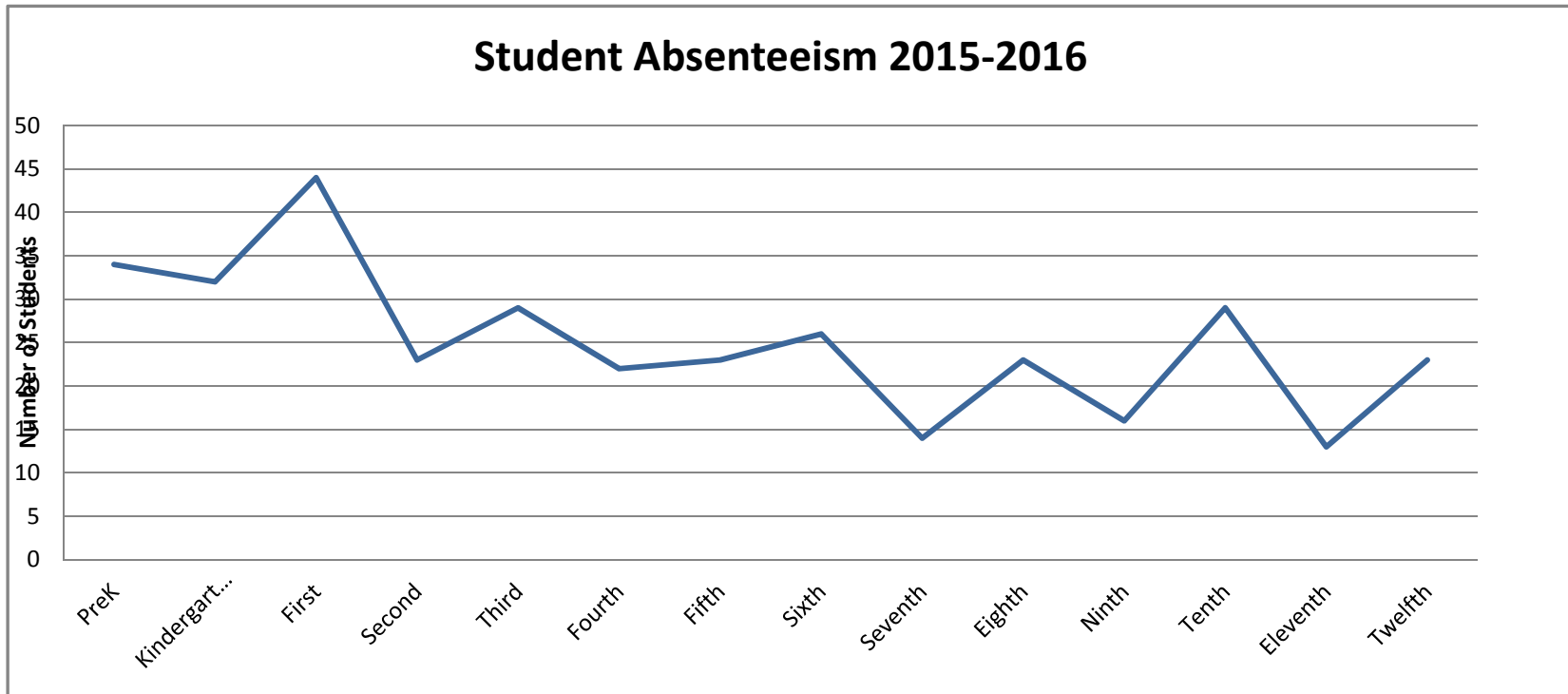
- Students who are requiring intensive interventions that require sustained intensity for the student to maintain progress.
- Students who are reading two or more grade levels below their current grade level.
- Students who exhibit social and emotional behaviors that indicate a potential disability.
- 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. Student absenteeism at Jefferson County Middle High School severely impacted student performance over the past three years. The district has attempted to address absenteeism by assigning students an alternative placement in a smaller setting as opposed to suspending students for truancy, as such a measure is counter-productive. Students were provided the option to enroll in Turning Point instead of being suspended. While we still struggle with assuring school attendance, Turning Point has given the students educational support in a smaller environment and facilitated attendance.

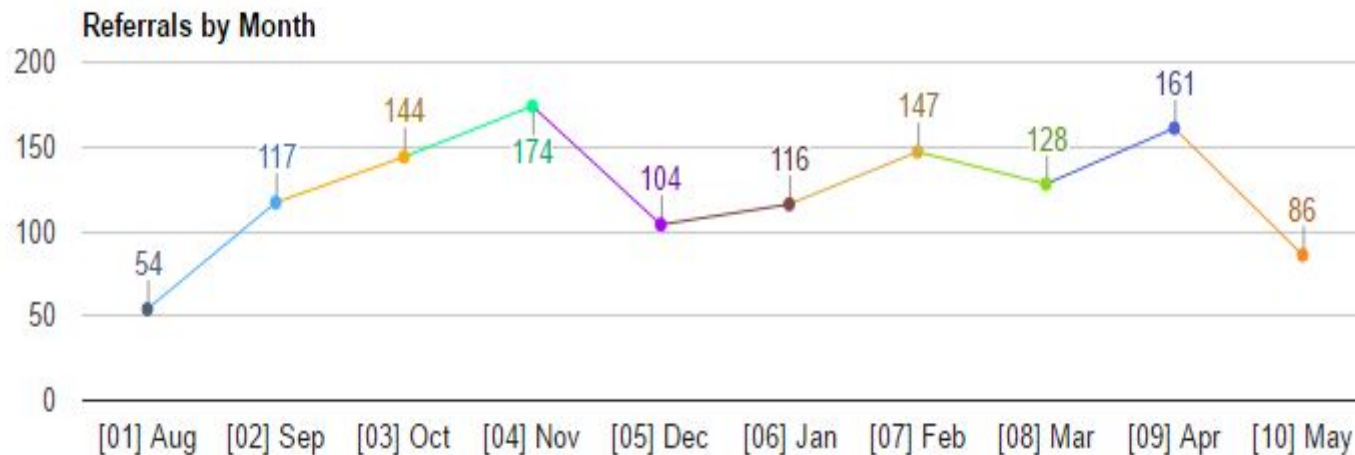


**Chronic is defined as absences beyond seven (7) days.*

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 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. This 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.

2015-2016 Jefferson County School District Teacher Attendance Rates by School

School Name	# of Teachers	# of Hours Recorded – Sick	# of Hours Recorded- Personal	# of Hours Recorded - Unpaid
Jefferson Elementary	33	1,482.50	0	78
Jefferson Middle High	28	1,339.25	423	101.75
	Excellent (3 or Fewer Days)	Moderate (4 – 9 days)	Frequent (10 – 17 days)	Chronic (18+ days)
	13%	46%	20%	5%

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.

2015 VAM Classification District Summary

VAM Classification	Percent of Teachers
Highly effective	< 3%
Effective	45%
Needs Improvement	45%
Unsatisfactory	10%

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.

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 first elected to implement a **hybrid** of options. However, after further problem-solving discussions, review of our needs assessment and guidance from our DA Regional Educational Director, we have determined that Option 4, External Operator, would better address our needs and guarantee systemic and sustainable improvement. The district does not currently employ a Curriculum Specialist whose duty would be overseeing the Turn Around Plan. As a district we believe that this position is critical to the success of the **External Operator Turnaround Option**. We are committed to ensuring our students' success and will fund the initial activities through Title I School Improvement. We will commit funding from the upcoming School Improvement Grant, Cohort 4 (SIG4) to further support the improvement. In addition to covering the cost of the External Operator, our SIG4 funds will be used to recruit and retain highly effective personnel at both the school and district levels.

The district has elected to assign one principal as instructional leader at both the elementary and middle high school. The principal has a demonstrated record of effectiveness and has willingly assumed responsibility for overseeing the schools. To support the assistant principal at both schools, the district is negotiating an agreement with a consultant who will provide leadership development opportunities in order to develop capacity in both assistant principals.

To address the need for curricular support, the Superintendent has identified an employee who has experience in curriculum and instruction. Jefferson County School District is a very small district whose geographic location does not support the **Closure Option**. This option would require transporting students to neighboring districts. This option would increase the amount of time students would be transported to school exponentially. The significant increase in transportation time would put an undue stress on the students, especially those with special needs. In order to identify a company that has a proven record of effectiveness as a **Charter**, the district would need a substantial timeframe with which to conduct a review. Presently, the district wishes to maintain its current Board of Education and continue the partnership to improve education in Jefferson.

Student assessment data and teacher performance data clearly indicate the need to focus on teaching and learning in order to improve student performance.. Jefferson students need leaders who are willing to stay the course and who believe our students can compete at the highest levels. Further, an instructional leader at the district level is essential for district and student growth. To this end, we believe it is necessary to implement components of Option #4, **External Operator**. The implementation of components of this option allows the district to increase capacity and ensure systemic, sustainable improvement.

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 will partner with the district is the **Institute for Student Achievement (ISA)** for grades 9 – 12. 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. This position allows for a change in the current governance structure and will greatly improve the overall provision of guidance and support in teaching and learning. As a partner, ISA will model effective strategies for classroom teachers, provide professional development and offer support throughout the school year.

The Institute of Student Achievement (ISA) has been selected to assist Jefferson County School District in school reformation at the secondary level. ISA has been solicited to help us restructure the support to teachers and students, thereby positively impacting the culture of the school to ensure that students are progressing academically, socially and emotionally.

The Jefferson County School District has begun to experience improvement in student performance through the implementation, monitoring and support of specific instructional strategies at each 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 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 operators that will provide support through professional development at both the teacher and the leadership levels (ISA). 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 operator (ISA) will provide us with guidance, direction and ensure that processes are implemented with fidelity. ISA will work with school administrators, instructional coaches, and teachers to address teaching and learning for school reform. Consultants will be assigned to each 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 Institute for Student Achievement (ISA) proposes to partner with Jefferson County Schools and Jefferson County High School to implement ISA's customized high school renewal process that will result in the graduation of students ready for college and careers. ISA's renewal process is evidence-based, validated by research, and rooted in ISA's 22-years of experience facilitating successful high school

renewals. Two independent, rigorous evaluations have validated the ISA approach as producing significant impacts on high-need student outcomes including higher attendance, credit accumulation, and four-year graduation rates, lower dropout rates, and increased college admission and persistence rates. The U.S. Department of Education identified ISA as one of three organizations nationwide with a demonstrated record of success in whole-school transformation. A What Works Clearinghouse review of ISA's evidence showed that the ISA model met its requirements for evidence-based, whole-school reform. The attached Scope of Work further outlines the partnership.

The district has identified several barriers that must be eliminated in order to effectively address the needs of the schools 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. ISA, the External Operator, will assist in the development of the reports. 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 develop 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 and the curriculum 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.

Non-negotiable Strategies to Improve Student Performance include:

- Timely identification and assessment of students for the proper instructional placement and support
- 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.

- 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.
- 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.
- 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 the curriculum specialist. Monitoring will occur monthly during District Leadership Team meetings and reported to the RED.
- 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 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.

Phases of the Renewal Process

The high school renewal process is planned and executed in collaboration with the district and school leadership, so that the school principal is seen as and is, in fact, the leader of the renewal and so that the school community has strong commitment to and ownership of the process and outcomes. Throughout the process, the school principal works closely with an ISA leadership-school renewal coach, who has experience in high school renewal and as a secondary school leader.

ISA's high school renewal process has three phases:

1. Establishing stakeholder investment, collaboration, and support through student and staff surveys, parent and community focus groups, and the establishment and regular meeting of a stakeholder school renewal advisory committee for each school to advise the renewal process
2. Establishing high leverage goals and outcomes for students, faculty, and school organization and culture; assessing the current state of implementation of the goals and outcomes through the use of ISA's college readiness assessment; and creating a strategic plan and an implementation plan and calendar to achieve the goals and outcomes
3. Effective enactment of the implementation plan and calendar and ongoing monitoring and assessment of the effectiveness of the roll out.

This three-phase renewal process is customized to address the particular values, goals, student performance outcomes, and context of each of the seven schools. The first two phases together take 6 -8 months; the third phase takes 2 to 4 years. The chart following this introduction provides a detailed account of the phases.

Components of the Renewal Process

Although ISA customizes the renewal process to fit the context of each school, five evidence-based components, found by research to be critical to students' success in high school, frame it. These components include: 1) students' connection to and engagement in their school; 2) college preparatory, standards-based curriculum, instruction and interventions targeted to meet the school and district goals and student performance outcomes; 3) regularly scheduled, structured job-embedded professional development targeted to achieving the goals and student performance outcomes; 4) restructuring the use of time to give students multiple pathways to succeed; and 5) district-school mutual

accountability where there is district support for and trust in the school. Each component is briefly described:

1. ***Students' connection to and engagement in their school*** focuses on personalization, the establishment of relationships between students and teachers, where every student has a school adult who is his/her advocate-advisor, who knows that student well and is the family contact. Students meet with their advocate-advisor on a regular basis to make sure they are progressing and addressing problems that emerge. Students' engagement in school is increased by opportunities for students to pursue topics that interest them in their classes as well as varied interventions that support struggling students to succeed before they are failing. A preventative rather than corrective approach is emphasized. Academic, social, and emotional connection to and engagement in school are supported by mechanisms that give students voice and agency with regard to academic performance, behavior, safety, and security so that students take responsibility for the school environment. Examples might be writing and math centers, homework completion elective, and Restorative Justice.
2. School and district goals and student performance outcomes and data drive the ***college preparatory curriculum, instruction, and interventions*** so that students graduate prepared for post-secondary education and careers. ISA content area coaches support teachers to effectively implement state standards, use an inquiry approach to instruction that emphasizes higher order thinking, enrich literacy across the curriculum (including numeric literacy), utilize project-based learning, provide scaffolding that supports differentiation and struggling students, engage in multiple forms of assessment ranging from classroom, district, and state tests to performance assessments, and practice close and regular monitoring of student progress. ISA coaches help the school develop both school-wide and individual classroom academic and behavioral interventions that emphasize prevention of problems rather than correction of them.
3. School and district goals, along with student performance outcomes and data, drive professional development goals, plans, calendar, and activities. ISA helps the school develop a coherent, evidence-based professional development structure, plan, and schedule designed to achieve the goals and outcomes. ISA provides ***job embedded and external professional development*** opportunities: regular, structured job-embedded 1) leadership-school renewal coaching, 2) content area coaching, and 3) individual and team coaching. ISA coaches support school and teacher-leaders to facilitate effective leadership team, grade level team, department, and faculty meetings. Leaders learn to use data and critical accountability tools such as decision minutes as components of their meetings. ISA coaches work with school leaders to observe and assess teaching and learning and provide teachers with evidence-based, actionable feedback targeted to the school goals and student performance outcomes. External professional development includes ISA summer and winter institutes that include school team self-assessment opportunities and planning, curriculum development, sessions on leadership and distributed counseling, and technical knowledge workshops. ISA has a wealth of professional development tools, which coaches access in their work with staff, including protocols for using data and assessing student work, articles, videos, project templates, and rubrics. ISA's implementation inventory helps schools monitor and assess the progress of their implementation and build a culture of continuous improvement.

4. ISA helps schools *to restructure the use of time* in ways that provide students with multiple opportunities for success, including extended day and year for enrichment and remediation such as tutoring; external learning experiences such as internships, community service, and dual enrollment; Saturday school for credit recovery or standardized test prep, etc.; block scheduling; and organizing and scheduling for grade level teams, where a cohort of teachers teaches the same cohort or students
5. ***Mutual district-school accountability*** supports the success of the renewal process as the district policies and practices are in concert with the school's renewal goals and plans. This occurs when the district grants the school the autonomy to effectively implement the renewal plan and actively supports implementation through practices such as establishing a network of renewal schools under the supervision of one district administrator who knows the schools, advocates for their implementation of their renewal plans, ensures that district policies and practices are in support of the school implementation plans, and is the liaison with ISA. The school's use of ISA's evidence-based College Readiness School Assessment, which provides data on schools' effective practices and gaps for creating a college going culture and enables the school to design a data-based plan for renewal and improvement, encourages the development of internal accountability, where all members of the school community take collective responsibility for its outcomes. Other ISA tools such as the Implementation Inventory and Sustainability Inventory use an evidence-based approach to monitoring fidelity in implementation and also encourage internal accountability. ISA and NCREST monitor coaching action plans and monthly logs for alignment of coaching to the outcomes of the renewal implementation plan and trouble shoot any issues that emerge. ISA sends coaches' logs to the principals monthly so principals are current on coaching activities and expectations for teachers' implementation.

The actual structures, processes, mechanisms, and practices that operationalize these components is the work of the renewal process. The proposed calendar of work is included as an attachment to our plan.

Area of Focus 1

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

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, Grade 8 and Biology) each grading period. Classroom teachers will be required to administer common, interim assessments, based on subject areas, curricular resources, and pacing guides. The

common interim assessments will be developed by the curriculum specialist and academic coaches .

JCMHS student schedule for math will be constructed based on their performance on summative assessments. At both schools, intervention support and regular core classes will be determined using student performance data.

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 monthly 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 will be provided prior to the opening of the 2016-2017 school year. The content of the institute is 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 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

The district has elected to purchase Collections published by Houghton-Mifflin, which actively engages learning with a blended digital and print approach deepening learning through enhanced collaboration with interactive digital tools. This core reading program will be implemented at JCMHS. Pacing guides will be utilized throughout the entire ELA department to ensure that instruction is aligned to the FSA item specifications. 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.

The district has purchased new, state-adopted textbooks for the mathematics department at JCMHS. The texts are aligned to the new FSA standards. Pacing guides will be utilized throughout the mathematics department and will be aligned to the FSA item specifications, monitored by the instructional coach and the assistant principal for curriculum. Classroom teachers' lesson plans must reflect the intervention, progress monitoring and assessment 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.

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.

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 from the Florida Formative Assessment Bank. Results from the summer session will be disaggregated by the school administrators and curriculum specialist and will be used to inform placement for the upcoming school year. Another measurement of success will be results from the summer administration of the FSA Algebra I EOC.

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.

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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.

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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

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, Institute for Student Achievement (ISA), to lead systemic change and provide support. ISA will provide guidance and direction at the elementary and middle school levels, 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. ISA, 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.

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> <p><input type="checkbox"/> Recommend for Approval</p> <p><input type="checkbox"/> Recommend for Approval with Reservation</p> <p><input type="checkbox"/> Do Not Recommend for Approval</p>	<p>Comments:</p> <p>Date of Review:</p>
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Signature:

District Superintendent

Date

PROJECT ACTIVITY CHART AND CALENDAR

PHASE ONE: September –November 2016

Date for Activity	Activity	Outcome	Jefferson County High School	ISA
Sept. 2016	<p><u>Introduction to ISA</u></p> <ul style="list-style-type: none"> • Meetings with the principal, leaders, district staff, and ISA: <ul style="list-style-type: none"> ○ Introduction to ISA Model and renewal process ○ Overview, goals, timeline, and expected outcomes of the renewal process ○ Role of ISA 	<p>A common understanding of the expectations and the parameters of the ISA renewal process. JCHS, JCPS and school leaders will have a common understanding of the renewal non-negotiables: purposes, expectations, structure, and process and the role of the ISA partnership</p>	<p>District reps, representatives of school' leadership staff</p>	<ul style="list-style-type: none"> • ISA President • ISA Senior Program Director, • ISA Project Director • NCREST Co-director
Sept. 2016	<p><u>Establishing Stakeholder Investment in Each School's Renewal</u></p> <ul style="list-style-type: none"> • ISA Online Student Survey to assess: <ul style="list-style-type: none"> ○ Perceptions about connection to and engagement in school ○ Perceptions about self-efficacy ○ Students' aspirations and ambitions ○ Students' sense of agency ○ Perceptions of their school as a college-going culture 	<p>Stakeholder investment in renewal.</p> <p>Data to inform school renewal process.</p> <p>Report on Student Survey</p>	<p>Survey Liaison</p>	<ul style="list-style-type: none"> • NCREST (Director for Research & Evaluation)

<p>Sept. 2016</p>	<ul style="list-style-type: none"> ○ Perceptions of opportunities to succeed in school ● ISA Online Staff Survey to assess: <ul style="list-style-type: none"> ○ Perceptions of their school as a college-going culture ○ Perceptions about student behavior ○ Perceptions of student-faculty relationships ○ Professional development support ○ Perceptions of opportunities for collaboration ● Matching ISA Leadership-School Renewal (LSR) coaches to principal 	<p>Results</p> <p>Data to inform school renewal process</p> <p>Report on Staff Survey Results</p>	<p>Survey Liaison</p>	<ul style="list-style-type: none"> ● NCREST (Director for Research & Evaluation)
<p>Sept. – Oct. 2016</p>	<ul style="list-style-type: none"> ● Parent and Community Focus Groups <ul style="list-style-type: none"> ○ Visioning Activity: Sorting Priorities <ul style="list-style-type: none"> ▪ Identification of 70-80 diverse stakeholders representing the school (e.g., community members, current and feeder school parents) ▪ Scheduling two 2-hour sessions for Visioning Activity 	<p>Through a matching process, the principal is assigned an ISA Leadership-School Renewal coach who collaborates with the principal and leadership team on the planning and</p>	<p>Principal</p>	<p>ISA; NCREST</p>

<p>Oct. 2016</p>	<ul style="list-style-type: none"> ○ Development of customized features to be sorted into top 10 individual priorities and top 5 small group priorities. ○ Review of features for the sort; feedback to ISA. ○ In a 2-hour session diverse stakeholders work together in groups of 5-6 to identify their priorities from a customized sort of up to 70 features. Participants identify their common cross-group priorities ○ Priorities are recorded for the school's Stakeholder Renewal Advisory Committee and School Leaders 	<p>implementing the renewal process and plan</p> <p>Identification of a common set of priorities from diverse stakeholders.</p> <p>Stakeholders' priorities inform the school's renewal work with the intent of generating ownership and commitment to the renewal.</p>	<p>District; principal in collaboration with staff</p> <p>District</p>	<p>ISA Project Director</p> <ul style="list-style-type: none"> ● ISA develops features for sort based on ISA principles and renewal process components ● ISA Project Director
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<p>Nov. 2016</p>	<ul style="list-style-type: none"> • Creation of Advisory Committee <ul style="list-style-type: none"> ○ Creation of the school’s Stakeholder Renewal Advisory Committee of 10-12 diverse stakeholders who participated in the visioning activity. Principal will convene Advisory Committee 4-6 times during the year whenever there are major decision points where constituent voice is important. Principal is chair of the advisory committee. Advisory Committee’s responsibility is to provide feedback on design features and decisions to ensure that the renewal maps onto the common priorities agreed to by the stakeholder groups, school goals and outcomes, and results from student and staff surveys. ○ Advisement to District and principal on how to productively use their Advisory Committee productively. • Meeting of Advisory Committee to develop draft of vision and priorities based on results of activities at parents and community focus groups 	<p>Stakeholder voice and priorities inform the renewal of the school and support continued buy-in and commitment.</p>	<p>District supervisor, principal</p> <p>Principal and district supervisor circulate</p> <p>District supervisor and principal</p>	<ul style="list-style-type: none"> • ISA facilitates • ISA Project Director
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		Draft of stakeholders' vision and priorities for renewal	Principal, Advisory Committee	<ul style="list-style-type: none">• ISA President• ISA LSR coaches
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