

Jefferson County Middle/High School

50 DAVID RD, Monticello, FL 32344

[no web address on file]

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

83%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	F	F	D

School Board Approval

This plan is pending approval by the Jefferson County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Jefferson County Middle High School – Part of a school community that consist of students, faculty, parents, and the entire Monticello area –Our mission is: "Through personalized and creative educational experiences each student will have the opportunity to develop as a life-long learner; contribute to a global society; to become technologically proficient; and to become a productive citizen."

Provide the school's vision statement

Jefferson County Middle High School will be an exemplary student-focused school that develops and delivers a globally competitive education to all students that leads to a desired end—Vocational, Academic, and Entrepreneurial.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school climate survey will help to provide a snapshot of our students' needs from the perspective of student, parents, teachers, and community. The survey will serve as the basis for our understanding of the culture of the community and as a way to establish the fact that we care as an organization and we will take all steps possible to repair our image as a learning institution. In addition, we will continue learning about the community and having them learn about us by conducting community forums, presenting at community organization meetings, and releasing information to the press. It has long been a practice at Jefferson County Middle High School for administrators and teachers to reside in Tallahassee or as far as Georgia, our principal Dr. McCombs decided to live in the city of Monticello as a way of becoming an approachable part of the community and a link between the school and the community it serves.

Our periodic parental involvement events allow us to learn about the community and will help us build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Open House, Parent Involvement night, Fall Conference Night, Performing & Fine Arts night, and back-to-school event.

The principal has established a Student Advisory Group (SAG) who will meet with the principal periodically to discuss student concerns, needs, and diversity as a way of understanding student culture. The information the principal learns from the students will be shared with the teachers, administrators, community, and to make decisions about programs to be offered at the school. During SY 2014-2015 we instituted a tri-annual community forum where we meet with the community three times a year to inform them of changes in the school and to solicit their feedback on the best ways for us to move forward as a school.

In addition, we partnered with SPDG and the Check & Connect program that will pay teachers, staff, and community members to serve as mentors for ESE students who may need additional support. As of SY 2015-2016 there are approximately 15 teaches who have been trained as a check & connect mentor with more to follow. This school year, one of our teachers will serve as the manager of the check and connect mentoring program. It will be the focus pf the mentoring team to ensure the program sustains itself long after the grant goes away.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We have clear systems implemented for arrival, class change, and dismissal with staff supervision at all times.

Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Our uniformed school resource officer is available and a visible force on campus which in turn provides safety and security. The SRO, campus aids (2), and school administration work in concert to ensure students and staff are safe and that all persons on campus are treated with courtesy and respect.

Having a staff and leadership team that is visible and available creates an environment where students and parents to feel valued, appreciated, and respected. We believe that this will help to foster an environment where students will be afforded the opportunity to participate and become active contributors to their own learning. Cafeteria systems are in place and staff members have been assigned duties to ensure safety for all students during meals and at times when students are in the cafeteria. Staff members use of radios for continuous communication across campus and at all times when school is open. Teachers utilize a warning system on classroom doors to alert officials in cases when there is concern for safety or threat of danger/harm.

In addition, each semester school administration hold grade-level information meetings where students are kept informed as to changes on campus and are provided an opportunity to contribute to the discussion. To help us increase the level of student involvement in school decision making we have incorporated a Student Advisory Group (SAG) that will allow students voices to be heard and to openly participate in campus decision making.

We have instituted an Alternative to Out-of-School suspension setting where disruptive or students violating school rules can be sent to serve out suspension time as opposed to them staying home. In addition we have employed two campus aids who not only assist in classrooms they also assist in the hallways with security, build rapport with students, assist with campus safety, and assist with student discipline. In immediate situations there is an area on campus that can serve as an unofficial "Time-Out" room that will allow an escape option for students feeling stressed in class and may need a place to cool off. In addition, teachers are allowed to send disruptive students to that area for the current period so the classroom teaching-learning environment can be maintained.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our behavioral system is used school wide and extends into the classrooms. All classroom teachers have access to the FOCUS student management system to construct and review the results of student discipline referrals. In addition after using positive behavior tools, they have the ability to send disruptive students to time-out for the period in order to allow students a chance to calm down and to enhance the quality of the teaching and learning environment. While in time-out students have an opportunity to get control of their emotions and to complete lessons that are being conducted in the regular classroom. The Jefferson County School District "Student Code of Conduct" has established clear protocols for students that need disciplinary action. A tiered system helps administrators to determine the intervention necessary to deescalate situations that may arise. Members of our Exceptional Student Education (ESE) team are being trained in Crisis Prevention Institute (CPI) techniques to ensure safety.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

A guidance counselor is available to all students if counseling is needed. In addition there is a partial-service center on campus where students receive counseling from the school psychologist, a social worker, the ESE supervisor, and behavioral counselors from outside providers. We are in the planning phase that explores the possibility of having a full-service center on campus to provide

services students need to cope with the platitudes of life and to grow as contributing adults. So far we have partnered with Vocational Rehabilitation Services and Project10 Transition Network to be part of our Full Service Center (FSC) and have or will offer a workspace at our helping facility. In addition, teachers will begin serving as mentors to struggling students this school year through program funded by the Check & Connect grant that provides mentoring services to students who need extra support. Also, community volunteers are in the process of receiving Check & Connect Mentor Training so that they too will be able to assist in the mentoring services for students in need. Moreover, teachers, who are not part of the Check & Connect mentoring program, are available to assist students as mentors if the need arises. On occasion parents and volunteers from our community will volunteer as mentors to help students with homework or any social and emotional needs. In addition, we have partnered with Florida A & M University to provide the following services: Tutoring, college visits, community events participation, and mentoring services for our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The dominant early warning indicators at JCMHS are attendance below 90 percent, one or more suspensions, and receiving an assessment score of a Level 1 on statewide, standardized assessments in English Language Arts or mathematics. Attendance below 90 percent is an early warning indicator because the issue exists in all grade levels. Receiving one or more suspensions is also an early warning indicator because students miss quality instruction time when they are not in class. Scoring a Level 1 on a statewide, standardized assessment in English Language Arts or Mathematics is another early warning indicator because those students are working below grade level in one or more of the core subjects. Our FOCUS Student Management System has recently been formatted to include an "Intervention" tab that provide visual graphic representation of each student's (individual) EWS status so that when meeting with student, parents, and concerned adults the administration will be able to speak intelligently about the EWS status of every student. In addition, the district has employed an MTSS specialist who works with school administration to identify, plan, and assist students who are at-risk of dropping out of school.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0	12	9	5	7	7	12	52
One or more suspensions	0	16	8	12	8	4	8	56
Course failure in ELA or Math	0	1	3	0	0	0	0	4
Level 1 on statewide assessment	7	38	38	35	28	9	9	164

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	5	4	4	5	1	24

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system. Currently JCMHS offers tutoring on Monday through Thursday, on campus and Tuesday and Thursday at the Teen Center in Monticello.. Saturday, as well as during lunch. Academic book camp services will be offered to students as a way to prepare the for state assessment test in mathematics, writing, and reading. Since JCMHS is over 5 miles away from Monticello city limits and many of our students live in rural areas, all students are eligible for school bus transport to and from school. In order to support attendance, students have the opportunity to participate in extra curricular activities and are provided an "activity bus" that will transport them to the city reducing the burden of parents to transport students to and from the school. Many students identified by the EWS cannot make to scheduled tutoring events after or before school therefore, the Saturday tutoring is being moved to a location in the city of Monticello. In addition, we are looking for ways to increase the number and types of tutoring services offered in the Monticello community (churches, community centers, etc.).

Jefferson County Schools is part of a special Department of Education Program that provides all students assigned to JCMHS receive free breakfast and lunch services which enables our students to have a wholesome meal several times per week. Research indicates that students who eat health meals focus better, perform better in class, and oftentimes have fewer distractions than the less fortunate counterparts. Also, in order to support behavior and minimize suspensions, teachers have the opportunity to request support from the leadership team by calling the main office, emailing a request, or speaking directly to a school administrator. As the year progress, teachers with common planning times will be able to collaborate with each other with the goal of meeting the academic and behavioral needs of specific students. Finally, working with the district office we have implemented an Alternative to Out of School Suspension (ATOSS) program as another intervention strategy to reinforce student needs to make good behavioral decisions and for positive academic development. Students will now be sent to an off-campus location to serve suspension time and receive instruction that would help them stay on pace to course completion.

To improve the academic performance of our students who scored a Level 1 on statewide assessments, we provide intensive reading support and all students assigned to JCMHS receive reading strategy training and reading strategy tools throughout all curricular areas. Our instructional staff have been trained on SPDG instructional strategies, the Webb's Depth of Knowledge (DOK) basic level, will receive additional training on the Webb's Depth of Knowledge Instructional framework, and will receive training on AVID Strategies Cornell Notes and Note Books. After having received training all teachers are expected to use elements of the Webb's framework and all other staff development in their instructional lessons. We have purchased the Study Island and READ 180 as our intervention in reading and math.

In addition we have employed the services of a full-time reading and math coach and a part-time science coach to assist both teachers and students as a way to improve teacher performance and student academic growth.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Jefferson County Middle High School adopted three focuses at the beginning of the school year. They are:

1. Developing and using Reading, Writing, Speaking, and High Order Learning Strategies throughout all curricular areas.
2. Building and sustaining positive relationships with students, family, teacher, and community.
3. Building and sustaining a safe and positive school environment.

All students, school staff, and administrators of JCMHS have agreed to the stated focuses and will be presented at the first SAC/PTO meeting to be held on 10/30/2015. In addition, the JCMHS administration have joined with the district to plan several community forums in order to better inform parents and the community of the wonderful changes taking place at the school and to elicit volunteers through the district volunteer coordinator from these groups to help us grow. To date the principal of JCMHS, Dr. McCombs, have presented the focus, vision, and mission of the school to students, parents, and community members at the following: Parent's Party; Open house; Kwinas Club; Monticello Community Veterans Day Parade assembly; 911 assembly; class meetings; JCMHS Community Veterans Day Ceremony; STEM Parent Communication Meeting, Night of the Arts, and Senior Planning Parent Night.

In early December 2015, using district and school resources JCMHS will hold its first "Parent Party." Where attendees of the parent party will be provided with critical school and district information, school supplies, family support information, and were given a precursory view of the school's vision, mission, and focus. In addition the school conducted it's first "open house" in August 2015, in addition to being provided with a student schedule parents and students were provided school supplies and other resources. Moreover, several parent/community events are planned to take place at the school throughout the school year including: back-to-school night(s); student concert; sporting events; teacher conferences; and scheduled district-school PIP events.

Listed below is the Jefferson County School District Title I Parent Involvement Plan:

JEFFERSON Title I, Part A Parental Involvement Plan

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

Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;

- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of “parental involvement” defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.) Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: * To use family, school and community partnerships to strengthen schools and improve student achievement;

* To increase opportunities for families to be more engaged in their children's learning at school, at home and in the community; and

* To support and give input to the District's Strategic Plan.

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: Jefferson County Schools will maintain a Title I District Parent Involvement Committee that meets monthly to monitor, evaluate, and revise the district parent involvement plan and all associated activities. All committee meetings are open to the public, and all parents are encouraged to participate. This PI Committee also reviews the district Title I plan (LEA plan, per Sections 1112(c)(H), 1112(d)(1)), current Title I RFA and budget, and is involved in making revisions to the LEA plan. The District PI Committee distributes the District PI Plan to every family in the district, surveys parents annually concerning parent involvement, and uses the survey data and comments to review and revise the PI Plan.

Jefferson County School District and the Title I District Parent Involvement Committee will assist each school in the maintenance of a School Advisory Council (SAC) whose membership includes a majority (>50%) of parents. Each SAC is responsible for developing and implementing the School Improvement Plan, as required by the Florida Differentiated Accountability Model, and the included School Parent Involvement Plan. The SAC, as part of the annual evaluation process, reviews Parent Surveys and student achievement data, using said data to drive revisions for the current plan. Through this process, and as part of the SIP, SAC members determine revisions to the School-Parent Compact and determine how the funds reserved for parental involvement will be spent. District Title I personnel, including the Federal Programs Specialist and District Parent Involvement Coordinator, will provide technical assistance and resources to the schools for completion of the School Improvement Plans and activities.

Technical Assistance

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

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

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

Coordination and Integration

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

count Program Coordination

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

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

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

Annual Evaluation

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

Response: The District Parent Involvement Committee, District Personnel and the PI Coordinator will revise, disseminate, and collect Title I Parent Surveys on an annual basis. Survey data and comments are compiled and reviewed by the District PI Committee (majority of membership is parents) and is reported to parents, school personnel and SACs. Participation data is reviewed and analyzed. All of this data is then used to evaluate the content and effectiveness of the PI Plan and associated activities and to identify barriers to participation prior to making revisions to the Plan. Once the needs and barriers are identified, PI activities to meet the needs and overcome the identified barriers are written into the revised plan.

Communication and Accessibility

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

Response: The District Parent Involvement Committee has identified the need for effective management of information and marketing as the need with the highest priority for the 2015-2016 plan. Actions that the committee will undertake in order to support the school-based activities include:

- District Personnel will coordinate with FLDOE and Panhandle Area Education Consortium (PAEC) program specialists to identify barriers to greater participation by parents of children with limited English proficiency, disabilities, migratory children, and working parents with time and schedule constraints. Strategies to reduce, overcome, and/or eliminate identified barriers will be developed by the District PI Committee to be recommended for implementation in the School-level plans. School and parent programs, meetings, reports, and other activities information will be shared in a format that is easily understandable for parents, using clear organization and language at an appropriate level. The District has secured the services of a translator who will attend school meetings to assist parents of LEP students. Printed materials will be disseminated in native language to the extent practical, with translator services available when printed translations are not available.
- Parent information, including translated materials, will be disseminated in a variety of venues including District Website, JC Coalition meetings, school front offices, Jefferson Department of Health, business marquees, ConnectED telephone alert system, and local churches. Additionally, parent involvement activities will be "advertised" in the local newspaper via letters to the editor and in local church bulletins. Members of the District PI Committee will volunteer to distribute PI information at school sports events.
- The school district website will be promoted by including the website address on school mail outs (such as the required the annual School Report card), in church bulletins, letters to the editor of local papers, and on school newsletters.
- Title I parent activities, Annual Meetings, plan dissemination/explanation, and other Title program information will be disseminated to parents.
- District Parent Involvement Committee member representatives will present "Parent Involvement Updates & Activities" monthly at City Council, County Commission, and School Board meetings.

Discretionary Activities

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

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

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

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

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

 Evaluation of the 2014-2015 Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities provided during the 2014-2015 school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

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

Provide a summary of the professional development activities provided during the 2014-2015 school year by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

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

Provide a summary of the parental involvement activities provided during the 2011-2012 school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

X Not Applicable

 Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the 2014-2015 school year. Include the steps the LEA will take during the 2015-2016 school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count Barrier (Including the Specific Subgroup) Steps the School will Take to Overcome
 1 Transportation continues to be the greatest barrier to parent involvement, specifically, related to activities held at each of the school sites. The district has planned activities that will be hosted in communities so that parents can easily access services.

Best Practices (Optional)

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Jefferson County Middle/High School is a community school with long established ties to the city of Monticello and to Jefferson County. Most residents of the county are graduates of the school and have family ties to the school leading back to 1865 when the school was originally established. Each year there are several organizations and volunteers who partnership with the school. This membership consists of parent support for student athletic services, student clubs, and community service programs. The school builds and sustains partnerships with the following community based programs: Check & Connect Foundation mentoring students through a 1-to-1 mentoring program; Florida A & M University that provides funding and services for tutoring, college visits, staff development, and instructional services. In addition we have established relationships with North Florida Community College for dual-enrollment opportunities and Tallahassee Community College for staff development. We have found communication to be the key to increase parent involvement. Through flyers, handouts, website, marquee and automatic phone messaging parents receive information about School Advisory Council (SAC) meetings, District Advisory meetings, Title I program meetings, Open House, assessments, College Readiness/Financial Aid Night, and educational parent workshops.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
McCombs, Baron	Principal
Bolden, Benny	Assistant Principal
Price, Jamie	Administrative Support
Price, David	SAC Member
Gamble, Michelle	Teacher, K-12
Swain, Genleah	Instructional Coach
Thompson, Tyrone	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The JCMHS Leadership Action Team (LAT) consist of Dr. Baron McCombs (Principal); Benny Bolden (AP); Dr. Vicki Peterson (Guidance Counselor) Tyrone Thompson (Math Coach); Teresa Rockwood (Science Coach); Genleah Swain (Reading Coach) Charles Burney (SS Department Chair) MAJ William White (JROTC); Lloyd Helms (new teacher); Shawntrice Oliver (administrator in training); Peter MacWilliam (Spanish teacher) . The LAT Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets monthly. Examples of activities during meetings include reviewing student data (screening, progress monitoring, discipline). The review of data will facilitate identification of students who are meeting/exceeding benchmarks, at moderate or high risk for not achieving benchmarks and early warning systems. Based on evaluation of data and identification of student needs the team will identify professional development and resources needed. Their specific duties and responsibilities are:

Jefferson County Middle High School principal, Dr. Baron McCombs, is an instructional leader who sustains a shared vision for the students' academic achievement. He ensures rigorous, standards-based instruction. He supports continuous professional development opportunities for all teachers. The principal oversees school wide safety and efficient operations. He is in constant communication and collaboration with the surrounding community and its stakeholders.

The assistant principal, Mr. Benny Bolden is an instructional leader who assists and supports all of the principal's initiatives and duties. He is the lead for the following initiatives: Title I documentation, differentiated accountability, state accountability corrections, common planning, instructional scheduling, classified staff, and summer school. He assist in the design and implementation of the master schedule, for progress monitoring, data collection, and data analysis.

Our two campus aides, Miles Anderson and Curtis Chaplin will provide intervention support for teachers, students, and assist in progress monitoring at risk students. They will assist with the full implementation of RTI/MTSS process throughout the school. They will assist the MTSS administrator with incorporating school-wide MTSS discipline strategies and will serve as members of the school discipline team.

The Reading Coach: Mrs Genisha Swain collaborates with teachers on differentiated best instructional practices. She regularly meets with the LLT to support the design of rigorous unit plans for whole group reading, centers, reading groups, text based writing, close/careful reads, reading interventions, and the extended reading time. In addition she share the lead with the Guidance Counselor for the following: testing, data team, professional development, and literacy events. In addition the instructional coaches model instruction, observe teacher practices in the classroom and provide effective feedback that is directed to improve classroom teaching.

The Math Coach: Tyrone Thompson collaborates with teachers on differentiated best instructional practices. He meets weekly during teacher planning to support the design of rigorous unit plans for whole group math lessons, math centers, math interventions, and math resources. In addition he leads for the following initiatives: Math curriculum alignment (school wide), Math mentor/modeling, and Math Professional Development. In addition the instructional coaches model instruction, observe teacher practices in the classroom and provide effective feedback that is directed to improve classroom teaching.

Together the Leadership Action Team will take the lead for shared decision making and to ensure the student, staff, and community voices are reflected in the decisions to lead the school towards improved student learning. They will provide the foundation and purpose for all Professional Development on best instructional practices, classroom coaching, and feedback specific to the framework's elements. They are the lead for Deliberate Practice and will assist school administration in 360 Observation data analysis. They will support the teachers in locating and using instructional materials that support best practices.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Action Team (LAT) that includes the Principal, Assistant Principals, Guidance team, department chairs, and select school staff: Provides vision, ensures that the school-based team is implementing Rtl, ensures implementation of intervention support, ensures adequate professional development is provided to support Rtl and communicates with outside stakeholders regarding school based Rtl.

General Education Teachers: Rtl strategies and leadership team will consist of one teacher from each academic organization who will provide information about core instruction participates in student data collection and collaborates with other staff to ensure implementation of instruction and support for all students.

Exceptional Student Education (ESE) Support Specialist (District) and Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Coaches: Participates in student data collection and evaluation of data, Collaborates with State, school and district staff to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective instructional strategies that support common core standards.

Campus Aides: Participates in student data collection and evaluation of data; facilitates implementation of intervention plans.

The district Title I plan includes:

Title I, Part A

Title I, Part A (including 1003(a) and SIG 1003(g) ARRA) funds are used for personnel (reading teachers and HQ instructional assistants), materials/supplies, Discovery Education, professional development with the EMO in Content Areas, school improvement activities, supplemental educational services for students and parent involvement activities. Title I partners with TCC/21stCCLC for after school and summer school extended learning opportunities. Several of these activities are split-funded with other Title programs.

Title I, Part C-Migrant

Jefferson County Migrant Program services are conducted through PAEC, as part of the multi-county consortium effort to serve migrant students.

Title I, Part D

Title I, Part D, supports the partial funding of a Credit Recovery teacher for the high school.

Title II

Title II, Part A funds professional development activities for instructional personnel and administrators, including district level PD, school level PD, and individual PD. All professional development activities are aligned to district goals, school goals, and individual goals as identified in the IPDP. Funds are also used to pay for PD stipends and performance incentives.

Title III

The school does not receive Title III funding.

Title X - Homeless

The school does not receive Title X funding.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction is provided through the Gear-Up Program Grant. The purpose of this grant is to significantly improve student achievement of at-risk students at Jefferson County Middle/High School. This grant complements the regular school day by promoting learning to improve student outcomes after-school, on non-school days and during the summer. In addition, it provides academic enrichment activities of high quality to strengthen learning, tutorial services and to meet the New Generation Sunshine State Standards.

Nutrition Programs

The school's food program serves approximately 415 students breakfast and lunch daily. Follow

guidelines from the alliance for a Healthier Generation and provides snacks for the After School Program. We are aligned to the district wellness policy.

Housing Programs

N/A

Head Start

N/A

Career and Technical Education

Carl Perkins funds support two career programs, Graphic Design and Agri-Science. We are exploring our options in expanding the technology program and dual enrollment program into academies for SY 2016-2017. Carl Perkins funds are also used for professional development activities for vocational teachers. During the school year there will be 3 technical education teachers who have or will attend strategies PD that who will serve as trainers to incorporate (CTE) instructional strategies in classrooms throughout the entire school helping us develop into an academy-based school.

Job Training

Other

Title VI - Funds the credit recovery portion of the Edgeunity program.

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Baron McCombs	Principal
Jamie Price	Education Support Employee
Errin Mays	Parent
David Price	Parent
	Student
Edie Lopez	Student
Ben Ransom	Parent
Miranda Gillyard	Parent
Mrs. Patrick	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The first SAC meeting will be held on October 30th. The SAC will review FCAT and FSA data in Reading and end of course data in Math, Writing, and Science in order to better understand the improvements needed in each subject areas. We reviewed the Vision, Mission, Focus and the SIP-- all of which was presented for their input and approval. We reviewed data for Florida Standardized Assessment Data, EOC, CTE and encourage more student participation in AVID, dual enrollment, AP, ACT and SAT. At the next scheduled meeting SAC members will collaborate and determine best practices needed to incorporate into the SIP along with evaluating and approving the school's annual budget. We will conduct a comprehensive training for all students and parents through SAC in regards to the new graduation requirements.

Development of this school improvement plan

The SIP was initially developed at a DA conference in August, a working draft of the current SIP was provided to members of the LAT who provided group and individual input to update the SIP several times between Aug-October. We will hold a SIP training session with DA in October to build the 8-Step Planning and Problem Solving section of the SIP, then the working draft of the SIP will be reviewed and approved by the SAC on October 30th 2015. At this point all stakeholder groups-- including students, had the opportunity to contribute to portions of the SIP. Since the SIP is a living document, it will be reviewed and adjusted as needed to accomplish our stated goals and objectives. The SAC committee is involved in approving ways to motivate teachers, students, and parents to improve the overall performance of the school. We will utilize the SAC Committee to promote the school's continuing improvement in the areas of student safety, student engagement, and student academic/vocational achievement.

Preparation of the school's annual budget and plan

The school budget is maintained at the district office, the principal of JCMHS has very little funds at his disposal to make improvements at the school without first going through the district to ask for funding. See JCSD annual budget plan for this information.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

As of September 28, 2015, JCMHS had 350 students with a projected budget of The budget for JCMHS is managed at the district office, funds will be allocated as per recommendations of the SAC and as required to meet the school improvement needs of the school.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The school conducted its first SAC meeting on October 30th. At the meeting the SAC viewed the current year SIP; and will establish regular meeting dates to discuss, plan, and establish procedures IAW section 1001.452 and appropriate Florida Statutes. Since the SIP is a living document this section of the SIP will be updated as the year and progress of the SAC progresses.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Rockwood, Teresa	Instructional Coach
Bolden, Benny	Assistant Principal
Swain, Genleah	Instructional Coach
Oliver, Shawtrice	Teacher, K-12
Gamble, Michelle	Teacher, K-12
White, William	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet several times during the semester to develop strategies that will be implemented school-wide that:

1. Infuse the Common Core Literacy Strands in Social Studies, Science, and all other curricular areas.
2. Implement the Common Core Reading Strands in English classrooms and all other curricular areas.
3. All JCMHS Faculty members will receive training in Webb's Depth of Knowledge, Cornell Notes, AVID Notebooks and will continue to work collaboratively to design common high order learning strategies.
4. Use reading, writing, speaking and shared high-order learning strategies to enhance learning school-wide
5. Implement a rigorous English/Language Arts curriculum.
7. Implement a rigorous Math curriculum
8. Incorporate Study Island, ExploreLearning "Gizmos" and other simulations programs into the Math and Science curricula.
9. Conduct Professional Development on the new Florida Read/Write assessment with all content area teachers.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school has developed a scheduling plan that allows common planning for most teachers within departments. We started with the Math, ELA, science, and reading departments and will continue to expand common planning as much as curricular needs and staffing ability allows. Currently the Math coach, Reading coach, department chairs, and administrative staff conduct regular meeting with the all departments to align course standards, learning strategies, and teaching practices in both vertical and horizontal directions.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Through the district recruitment resources (PAEC and Teacher-to-Teacher) the school advertise, screen, and interview perspective employees as curricular needs develop. After hire the school teams-up with the district to provide professional development opportunities using grant funds and assistance from DA, DOE, CTE, Title I, Title 2, SPDG, and other grant sources. The school maintains a PD Schedule that allows us to provide cafeteria-style PD that is directed towards teacher stated needs and the PD needs of the school. For SY 2015-2016 the all of the school's stakeholders agreed to place focus on "Building positive relationships" as one of our three goals for this school year. In addition we will use the following resources: Common planning time, instructional coaches, student and teacher mentoring, and school advisory groups (LAT, LLT, SAC, and SAG) to improve the chances that teachers are trained and would want to remain at the school.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

JCMHS will use a two teared mentoring system where veteran teachers will be placed with beginning teachers. Who will model, peer-teach and assist teachers with any areas of concern. In addition we will add a second tear where regardless of teaching experience (beginning or veteran) teachers having expertise in an area will be asked to share that expertise with other teachers lacking in that skill. JCMHS will launch its new Mentors On Patrol (MOP) during second semester that will allow teachers with expertise (veteran or beginning) to serve as skill models where the teacher needing help can observe a

strategy being modeled and where they can have their practice video'd using an iPad so that they can use the video to reflect on their practice and to make changes to improve a teaching skill. Current veteran mentors are: Mrs. Shwantis Oliver; Dr. Michelle Gamble; Mr. Tyrone Thompson; Mr. Charles Burney; Ms. Christopher Weider, and Mrs. Genleah Swain. Several others have agreed to serve as mentors and mentor training will be provided beginning 2nd quarter using SPDG resources. The first MOP introduction meeting will be in November 2015. Training of MOP Mentors will begin shortly after the introduction meeting.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Using the LAT, LLT, and Instructional Coaches JCMHS ensures its core instructional programs and materials are aligned to Florida's Standards its scheduled meetings, staff meetings, department meetings, and planning times. During these meetings the leadership team representative and department team begin with specific standards to develop a cohesive, rigorous unit of study. We will work with the district to procure research-based instructional programs and curriculum and PD using available district general fund and grant fund options. The units developed through these resources include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). Based on these units, the teams determine the elements from the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

In addition, each teacher will follow a school directed Deliberate Practice Plan (DPP) that will outline high order learning strategies to be used during the days instruction. The DPP will be used as an affirmation that all teachers will be deliberate in their focus of instructional efforts each instructional day. The DPP will be displayed in each classroom near the common board configuration.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Focusing on the school wide goal of "Reading, Writing, Speaking, and High Order Learning Strategies across the curriculum. Using baseline and benchmark data from Discovery Education and EOCs teachers will supplement instruction with LLT recommended high order learning strategies that are designed to address individual student needs and to assist all students in improving their academic abilities.

Example: Once a student has been identified through benchmark testing or through failing an EOC, strand data will be evaluated, then the student will be placed into an individualized training program using an approved online or face-to-face remediation program. The students will either be placed in a tutoring or full credit-recovery program depending on their special circumstance.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 10,800

Using available resources (since 21cc funds no longer are available) an after school tutoring program will be implemented that uses data from FCAT 2.0 (now Florida Standards Assessment) (FSA), EOCs, and benchmark assessments students will be placed into groups based on their areas of growth. Teachers will use teaching practices that are different from those used during the normal school day but will focus on the benchmarks. Currently JCMHS offers tutoring M-Th (ELA/ACT); M-W (Math); and M-Th (Science). We have also established a partnership with a community organization to conduct math and ELA tutoring on Tuesday and Thursday at a local teen center.

Strategy Rationale

Research indicates that using data to create strategies and implement programs that target performance weaknesses usually results in student academic growth.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gamble, Michelle, michelle.gamble@jeffersonschooldistrict.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Summer Program

Minutes added to school year: 5,760

Title 1 funds, providing funding availability, a summer program will act as an extension of the normal academic school year. There are two areas of focus, with the first being students that need remediation in content area courses in order to insure acceleration throughout the year. The other being credit recovery for students who failed core courses and will need to recover the credit to get on track for graduation.

Strategy Rationale

Continuing and reenforcing academic instruction through extended educational opportunities will allow students to retain more information over the summer and during periods when the normal school year is not in session.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

McCombs, Baron, baron.mccombs@jeffersonschooldistrict.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All Jefferson County Middle/High school students will receive AVID learning strategies that are used school-wide in order to standardize instructional practices and to aid grade-level and class to class transition. AVID learning/instructional strategies are research based and proven to prepare students for college and career readiness courses. Currently AVID Cornell Notes is used throughout the entire school in each classroom thereby supporting student transition from one school level (from middle school to high school) to the next. In addition, the AVID Notebook, and school wide writing strategies will ensure the same high level of instruction in each classroom throughout the school, resulting in seamless transition from grade to grade.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school-counseling program and academic assistance program.

Classroom Guidance

Academic skills support

Organizational, study and test-taking skills

Post-secondary planning and application process

Dual-Enrollment for post secondary programs

Career planning

Education in understanding self and others

Coping strategies

Peer relationships and effective social skills

Communication, problem-solving, decision-making, conflict resolution and study skills

Career awareness and the world of work

Multicultural/diversity awareness

Individual Student Planning (through ESE IEP process)

Goal setting

Academic plans

Career plans

Problem solving

Education in understanding of self, including strengths and weaknesses

Transition plans

Responsive Services

Individual and small-group counseling

Individual/family/school crisis intervention

Peer facilitation

Consultation/collaboration

Referrals

System Support

Professional development

Consultation, collaboration and teaming

Program management and operation

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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

We implemented the model(s) that best meets the needs of our students and community. We chose an integrated school-to-work curriculum supported by appropriate instruction and assessment.

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

Besides implementing new methods of instruction and assessment, we changed the structure of the school. Class periods are back to 50 minutes and allow time for project development and team-teaching activities. We are currently planning to offer a built in extended day for review, remediation

and reinforcement in the areas of math, reading, writing and science (pending funding). Because most teachers have been trained to teach curricula that are school-based and subject-specific, professional development is necessary for teachers to adopt different roles and teaching strategies.

We provide time for our teachers to plan lessons, visit businesses or schools, and meet with administrator(s) and instructional coaches. Staff development time will involve both in-house and off campus learning models and may at times require teachers to go into the business community to see what math, science, social studies, language arts, artistic, and occupational skills are required in the contemporary workplace. In addition, three teachers will or have already been trained in CTE Instructional Strategies and will be used as trainers for school wide academy formatted school structure beginning with a Medical Academy, College Academy, JROTC and expanded AG Programs for SY 2015-2016 and will grow to other academies as the need and opportunity arises.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Presently two JCMHS CTE teachers (1 more scheduled) attended a CTE PD designed to teach curricular-wide learning strategies that will be shared with all teachers that will be used school wide. As we develop into an academy-based learning institution these strategies will be incorporated as the need arise. Strategies for improving student readiness for public post-secondary levels based on the Feedback Report, maintained by the DOE include:

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

This report has been downloaded and this part of the SIP will be updated after the SIP, LLT, SAG, and LAT input has been gathered.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If we incorporate reading, writing, speaking, and higher order thinking skills across all content across then the school will reach the 90th percentile in reading.
- G2.** If we develop and enhance quality educational/instructional programs to improve performance then students will graduate in 4 years and be able to meet their personal, academic, and career goals.

Strategic Goals Detail

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

G1. If we incorporate reading, writing, speaking, and higher order thinking skills across all content across then the school will reach the 90th percentile in reading. **1a**

 G066867

Targets Supported **1b**

Indicator	Annual Target
College Readiness Reading	90.0

Resources Available to Support the Goal **2**

- Florida A & M trainers for technology
- Academic Coaches creating school wide vocabulary list needed for each grade level.
- Graphic organizer, interactive word walls, centers, index cards, and powerpoint.
- SPDG Grant
- Content Experts
- Support Facilitator/Inclusion
- Check and Connect Grant
- Title 1 Resources
- On Campus College Readiness Testing (ACT Testing Site)

Targeted Barriers to Achieving the Goal **3**

- Teacher Training/PD Scheduling
- Lack of prerequisite skills and background knowledge
- Implementation of literacy strategies
- Lack of rigor embedded within instruction.
- Novice Teachers/Classroom Management
- Technology Support
- Lack of educational potential awareness (students/family/community)

Plan to Monitor Progress Toward G1. 8

Classroom walk-throughs, informal, and formal observations using the Danielson-Marzano's hybrid protocols will provide data for progress monitoring of each teacher's performance in relation to attaining the desired effect of strategies used and if they are increasing student achievement. Teacher's Deliberate Practice Plan (plan format is being developed) will show growth on the use of a specific element in relation to reaching the desired effect of the element to increase student achievement. Baseline data from student assessment test, monthly progress monitoring data, Mid-year monitoring data, and end of year progress monitoring data will be used to generate interim student achievement reports until all EOCs and Florida Accountability data becomes available. The level of rigor that is now addressed in the new Florida Standards will be addressed as part of each teacher's JCMHS Deliberate Practice Plan.

Data from progress monitoring assessments will be analyzed, disseminated, and incorporated into planned instructional adjustments each quarter to ensure we are focusing instruction on student needs. Instructional coaches have been and are being trained to monitor and shift the focus of instruction based upon our accomplishment of item specifications for the new Florida Standards Assessments and Subject Area EOCs. Student accomplishments (group and individual) based on item specification standards will be used as monitoring tools to shift instructional focus (pace), student remediation, and staff development.

Person Responsible

Baron McCombs

Schedule

Monthly, from 10/26/2015 to 5/29/2016

Evidence of Completion

Observation data from administrative learning walk throughs, informal, and formal observations; lesson plan documentation, JCMHS Deliberate Practice Plans, and digitized progress monitoring data will display evidences of both staff and student growth. In addition the number of student scoring in the 70th percentile or higher on assessed standards will be measured as a way to monitor student growth.

G2. If we develop and enhance quality educational/instructional programs to improve performance then students will graduate in 4 years and be able to meet their personal, academic, and career goals. 1a

G066868

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

- Professional Development on Career Awareness, Curriculum Alignment to NGSS and Common Core standards.
- Academic Coaches create and implement interventions for students scoring below grade level in reading and math.
- North Florida Community College for College Level Dual Enrollment Courses
- Edgeunity Program for College and Career Dual Enrollment Courses
- CTE Courses in Technology and/or Industry Certification
- New articulation agreement with Florida Gateway College
- Planning stage for JCMHS Medical Academy to begin SY 2015-2016
- Planning stages for JCMHS Project-Based Aquatics Program through the JCMHS Ag program.

Targeted Barriers to Achieving the Goal 3

- Lack of Industry Certification Courses
- Lack of prerequisite skills and background knowledge
- Lack of implementation of learning stations and cooperative learning.
- Lack of knowledge on how to operate and run successful career academies.

Plan to Monitor Progress Toward G2. 8

Academy Application Status Updates
 Student academy enrollment
 Increased student JCMHS enrollment
 Decreased number of students asking for exception to attend out of district schools.

Person Responsible

Baron McCombs

Schedule

Monthly, from 1/5/2016 to 5/29/2016

Evidence of Completion

School scoring within the 70th percentile or higher on assessed standards

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we incorporate reading, writing, speaking, and higher order thinking skills across all content across then the school will reach the 90th percentile in reading. **1**

 G066867

G1.B1 Teacher Training/PD Scheduling **2**

 B173081

G1.B1.S1 Florida Standards Conversion and Common Rubric Training in October and November 2015

4

 S184524

Strategy Rationale

Our rationale for conducting the training was that FSA is the standards that all assessments are geared towards and are used throughout the school and many new teachers have not had training in the standards. Having this knowledge will ensure teachers teach towards the standards with fidelity will ensure all students are exposed to high levels of instruction from trained teachers.

Action Step 1 **5**

Common Writing Rubric to be used school-wide

Person Responsible

Genleah Swain

Schedule

Monthly, from 10/14/2015 to 5/30/2016

Evidence of Completion

Evident during Classroom Walkthroughs Documented in Lesson Plans

Action Step 2 5

Using Florida Standards to Improve Instructional Practices

Person Responsible

Genleah Swain

Schedule

Evidence of Completion

Lesson Plans

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

Lesson Plans
Bi - Weekly Classroom Walkthroughs
Observations

Person Responsible

Schedule

Biweekly, from 10/26/2015 to 5/30/2016

Evidence of Completion

- Increased participation of learning stations and cooperative learning groups - Increased scores on progress monitored assessments - FCAT and EOC goals met for 2015 - 2016 school year

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

Progress Monitored FCIM Assessments
Mid - year assessments

Person Responsible

Schedule

On 1/29/2016

Evidence of Completion

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

G1.B2 Lack of prerequisite skills and background knowledge **2**

 B173082

G1.B2.S1 Teachers will provide students with pretest at the beginning of the week. Teachers will provide students with resources such as graphic organizers, index cards, and powerpoint. **4**

 S184525

Strategy Rationale

Using graphic organizers and visual presentations reinforce classroom learning and support information retention.

Action Step 1 **5**

Pre-test

Person Responsible

Benny Bolden

Schedule

Monthly, from 10/26/2015 to 5/30/2016

Evidence of Completion

- Classroom walkthrough documents - Inclusion within lesson plans - Department meeting minutes -Teacher documentation of pretest.

Action Step 2 **5**

Post test

Person Responsible

Benny Bolden

Schedule

Monthly, from 10/15/2015 to 5/29/2016

Evidence of Completion

-Lesson plan -Teacher documentation of post test -Teacher grade books -Report cards and progress reports

Plan to Monitor Fidelity of Implementation of G1.B.2.S1 6

- Observations
- Lesson Plans
- Classroom Walkthroughs

Person Responsible

Schedule

Biweekly, from 10/30/2015 to 5/30/2016

Evidence of Completion

Increased performance on: Mid - year assessment Bi- weekly FCIM benchmark assessments 2015 8th Grade FCAT and Biology EOC Exams

Plan to Monitor Effectiveness of Implementation of G1.B.2.S1 7

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

Person Responsible

Benny Bolden

Schedule

Monthly, from 10/30/2015 to 5/30/2016

Evidence of Completion

- Coaching Logs - Classroom Walkthrough Documents

G1.B3 Implementation of literacy strategies 2

B173083

G1.B3.S1 Teachers will incorporate essential vocabulary in each subject area. Teachers will also incorporate AVID learning strategies (Cornell Notes) and will use Word walls will be referenced frequently during instruction. Instruction will also include: content area based writing and reading, 4

S184526

Strategy Rationale

Content area reading and writing help students to become more effective readers in a way that support academic growth.

Action Step 1 5

-Cornell Note training for teachers, students, and parents

Person Responsible

Genleah Swain

Schedule

On 5/15/2016

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

- Middle school Notebooks
- Cornell Notes
- Assessments

Person Responsible

Genleah Swain

Schedule

Monthly, from 11/24/2015 to 5/29/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

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

Person Responsible

Baron McCombs

Schedule

Monthly, from 10/24/2015 to 5/29/2016

Evidence of Completion

- Increased Assessments scores - Increases in School wide Progress Monitoring

G1.B4 Lack of rigor embedded within instruction. 2

 B173084

G1.B4.S1 Adapt and train teachers on a common lesson planner to standardize lesson planning format.

4

 S184527

Strategy Rationale

Having a standard format for lesson planning will ensure teachers focus on lesson standards which research demonstrates will increase rigor in classroom instruction.

Action Step 1 5

ICMAPS Lesson Planner

Person Responsible

Schedule

Monthly, from 10/14/2015 to 5/29/2016

Evidence of Completion

School administration will check lesson plans each week online through the ICMAPS Lesson Planner System

G1.B6 Technology Support 2

B173086

G1.B6.S1 Use district technology support teams to address technology-related concerns on campus. 4

S184529

Strategy Rationale

The use of technology is increasing in public schools systems to deliver instruction and for student assessment. Having effective technology systems in place will support teacher effectiveness and student outcomes.

Action Step 1 5

District Technology Support

Person Responsible

Peter MacWilliam

Schedule

Daily, from 8/11/2015 to 5/30/2016

Evidence of Completion

Successful technology support will be measured by the number of teacher complaints.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B7 Lack of educational potential awareness (students/family/community) **2**

 B173087

G1.B7.S1 Conduct Community Forums to inform parents and community members of the opportunities at the school **4**

 S184530

Strategy Rationale

Informed communities become active partners in school development.

Action Step 1 **5**

Community Forums

Person Responsible

Baron McCombs

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B7.S1 **6**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 **7**

Person Responsible

Schedule

Evidence of Completion

G2. If we develop and enhance quality educational/instructional programs to improve performance then students will graduate in 4 years and be able to meet their personal, academic, and career goals. 1

G066868

G2.B1 Lack of Industry Certification Courses 2

B173088

G2.B1.S1 Develop or send use existing PD that will increase the number of teachers certified and knowledgeable in delivering industry certification courses. 4

S184531

Strategy Rationale

Effective PD will enable teachers to deliver effective industry certification courses that students need to prepare them for college or the workforce.

Action Step 1 5

Investigate current pathways to expand the Technical program and the College program to academies.

Person Responsible

Baron McCombs

Schedule

Monthly, from 1/5/2015 to 5/29/2015

Evidence of Completion

Technology Academy scheduling and plan College Academy scheduling and plan

Action Step 2 5

Through scheduling and student progression plan we will increase the number of opportunities for students to participate in Industry Certification Courses.

Person Responsible

Schedule

Monthly, from 8/17/2015 to 5/29/2016

Evidence of Completion

Action Step 3 5

Create Master Schedule that allows for increased student participation in technology courses.

Person Responsible

Baron McCombs

Schedule

Weekly, from 1/6/2015 to 5/19/2016

Evidence of Completion

SY 2015-2016 schedule; curriculum guide; and academy pamphlets

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

Lesson Plans
Classroom Walkthroughs
Observations
Academy formation meeting notes
Academy development artifacts
Academy applications

Person Responsible

Baron McCombs

Schedule

Monthly, from 8/24/2015 to 5/29/2016

Evidence of Completion

- Increased participation of learning stations and cooperative learning groups - Increased scores on progress monitored assessments - FCAT and EOC goals met for 2014 - 2015 school year

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

Progress Monitored FCIM Assessments
Mid - year assessments
Academy Application status updates.

Person Responsible

Benny Bolden

Schedule

Monthly, from 8/24/2015 to 5/29/2016

Evidence of Completion

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

G2.B1.S2 Three teachers will be trained through, Train-The-Trainer model staff development in CTE Instructional Strategies in order to build, grow, and sustain academy programs school-wide. Current academies planned are Medical Academy; Project Lead-the-Way; College Academy; and Leadership Academy. 4

 S184532

Strategy Rationale

Preparing students for the 21st century workforce, college, and entrepreneurship while in secondary school will help them be better prepared to succeed in life.

Action Step 1 5

CTE Train the Trainer PD

Person Responsible

Baron McCombs

Schedule

On 11/7/2014

Evidence of Completion

Certificates of Completion held by teacher

G2.B2 Lack of prerequisite skills and background knowledge **2**

 B173089

G2.B2.S1 Teachers will provide students with pretest at the beginning of the week. Teachers will provide students with resources such as Gizmos (Math and Science), class note books, Cornell Notes, graphic organizers, index cards, and powerpoint. **4**

 S184533

Strategy Rationale

Using pretest will help teachers identify what students already know in order to target lessons towards learning shortfalls and to increase student learning gains.

Action Step 1 **5**

- Pre-test

Person Responsible

Benny Bolden

Schedule

Monthly, from 8/1/2015 to 5/29/2016

Evidence of Completion

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

Action Step 2 **5**

Post Test

Person Responsible

Benny Bolden

Schedule

Monthly, from 8/1/2015 to 5/29/2016

Evidence of Completion

-Student progress reports -Student Report Cards -Student grade report Inclusion within lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

- Observations
- Lesson Plans
- Classroom Walkthroughs

Person Responsible

Baron McCombs

Schedule

Monthly, from 8/24/2015 to 5/29/2016

Evidence of Completion

Increased performance on: Mid - year assessment Bi- weekly benchmark assessments
2015 FCAT, FSA, and EOC Exams

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

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

Person Responsible

Baron McCombs

Schedule

Monthly, from 8/24/2015 to 5/29/2016

Evidence of Completion

- Coaching Logs - Classroom Walkthrough Documents

G2.B3 Lack of implementation of learning stations and cooperative learning. 2

B173090

G2.B3.S1 Cooperative learning groups and learning station PD. 4

S184534

Strategy Rationale

Action Step 1 5

- Classroom Walkthroughs
- Coaching Logs
- Student notebooks

Person Responsible

Baron McCombs

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

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

Person Responsible

Baron McCombs

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

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

Person Responsible

Baron McCombs

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

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

G2.B4 Lack of knowledge on how to operate and run successful career academies. 2

 B173091

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

4

 S184535

Strategy Rationale

Teachers working collaboratively ensures students are exposed to the same level of instruction and the same learning strategies across all curricular areas.

Action Step 1 5

Peer to Peer Classroom Modeling PD

Person Responsible

Schedule

Monthly, from 11/3/2015 to 5/29/2016

Evidence of Completion

Peer Reflection and Implementation in classrooms.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

- Lesson Plans
- Classroom Walkthroughs
- Observations

Person Responsible

Baron McCombs

Schedule

Monthly, from 9/1/2015 to 5/29/2016

Evidence of Completion

Coaching Logs Classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

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

Person Responsible

Schedule

Biweekly, from 10/27/2015 to 5/29/2016

Evidence of Completion

- Implementation in classrooms - Completed Peer to Peer Modeling notes

G2.B4.S2 Visit Florida schools where Technology and College academies are being used in order to get ideas and suggestions on how to proceed with the JCMHS Career Academy. 4

S184536

Strategy Rationale

Using techniques and programs that have been proven to be effective is a great way to start a new endeavor. Providing teachers with a vision of what works will make planning and implementation of our academy a much smoother process.

Action Step 1 5

Visit HS to see the structure of the Technology Academy

Person Responsible

Baron McCombs

Schedule

On 1/27/2016

Evidence of Completion

Academy brochures, academy schedule, and academy application used by Waukala High School.

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Common Writing Rubric to be used school-wide	Swain, Genleah	10/14/2015	Evident during Classroom Walkthroughs Documented in Lesson Plans	5/30/2016 monthly
G1.B2.S1.A1	Pre-test	Bolden, Benny	10/26/2015	- Classroom walkthrough documents - Inclusion within lesson plans - Department meeting minutes -Teacher documentation of pretest.	5/30/2016 monthly
G1.B3.S1.A1	-Cornell Note training for teachers, students, and parents	Swain, Genleah	11/15/2015	- Increased progress monitoring scores (bi-weekly benchmarks) -Mid- year data from baseline assessment - FCAT Assessment and EOC Assessment	5/15/2016 one-time
G1.B4.S1.A1	ICMAPS Lesson Planner		10/14/2015	School administration will check lesson plans each week online through the ICMAPS Lesson Planner System	5/29/2016 monthly
G1.B6.S1.A1	District Technology Support	MacWilliam, Peter	8/11/2015	Successful technology support will be measured by the number of teacher complaints.	5/30/2016 daily
G1.B7.S1.A1	Community Forums	McCombs, Baron	9/1/2015		5/30/2016 monthly
G2.B1.S1.A1	Investigate current pathways to expand the Technical program and the College program to academies.	McCombs, Baron	1/5/2015	Technology Academy scheduling and plan College Academy scheduling and plan	5/29/2015 monthly
G2.B1.S2.A1	CTE Train the Trainer PD	McCombs, Baron	11/4/2014	Certificates of Completion held by teacher	11/7/2014 one-time
G2.B2.S1.A1	- Pre-test	Bolden, Benny	8/1/2015	- Classroom walkthrough documents - Inclusion within lesson plans - Department meeting minutes	5/29/2016 monthly
G2.B3.S1.A1	- Classroom Walkthroughs - Coaching Logs - Student notebooks	McCombs, Baron	8/24/2015	- Increased progress monitoring scores (bi-weekly benchmarks) - Mid- year data from baseline assessment - FCAT Assessment and EOC Assessment	5/30/2016 monthly
G2.B4.S1.A1	Peer to Peer Classroom Modeling PD		11/3/2015	Peer Reflection and Implementation in classrooms.	5/29/2016 monthly
G2.B4.S2.A1	Visit HS to see the structure of the Technology Academy	McCombs, Baron	1/27/2016	Academy brochures, academy schedule, and academy application used by Waukala High School.	1/27/2016 one-time
G1.B2.S1.A2	Post test	Bolden, Benny	10/15/2015	-Lesson plan -Teacher documentation of post test -Teacher grade books - Report cards and progress reports	5/29/2016 monthly
G2.B1.S1.A2	Through scheduling and student progression plan we will increase the number of opportunities for students to participate in Industry Certification Courses.		8/17/2015		5/29/2016 monthly
G2.B2.S1.A2	Post Test	Bolden, Benny	8/1/2015	-Student progress reports -Student Report Cards -Student grade report Inclusion within lesson plans	5/29/2016 monthly
G1.B1.S1.A2	Using Florida Standards to Improve Instructional Practices	Swain, Genleah	11/10/2015	Lesson Plans	one-time
G2.B1.S1.A3	Create Master Schedule that allows for increased student participation in technology courses.	McCombs, Baron	1/6/2015	SY 2015-2016 schedule; curriculum guide; and academy pamphlets	5/19/2016 weekly
G1.MA1	Classroom walk-throughs, informal, and formal observations using the Danielson-Marzano's hybrid protocols will provide data for progress monitoring of each teacher's performance in relation to attaining the desired effect of strategies used and if they are	McCombs, Baron	10/26/2015	Observation data from administrative learning walk throughs, informal, and formal observations; lesson plan documentation, JCMHS Deliberate Practice Plans, and digitized progress monitoring data will display evidences of both staff and student growth. In	5/29/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	increasing student achievement. Teacher's Deliberate Practice Plan (plan format is being developed) will show growth on the use of a specific element in relation to reaching the desired effect of the element to increase student achievement. Baseline data from student assessment test, monthly progress monitoring data, Mid-year monitoring data, and end of year progress monitoring data will be used to generate interim student achievement reports until all EOCs and Florida Accountability data becomes available. The level of rigor that is now addressed in the new Florida Standards will be addressed as part of each teacher's JCMHS Deliberate Practice Plan. Data from progress monitoring assessments will be analyzed, disseminated, and incorporated into planned instructional adjustments each quarter to ensure we are focusing instruction on student needs. Instructional coaches have been and are being trained to monitor and shift the focus of instruction based upon our accomplishment of item specifications for the new Florida Standards Assessments and Subject Area EOCs. Student accomplishments (group and individual) based on item specification standards will be used as monitoring tools to shift instructional focus (pace), student remediation, and staff development.			addition the number of student scoring in the 70th percentile or higher on assessed standards will be measured as a way to monitor student growth.	
G1.B1.S1.MA1	Progress Monitored FCIM Assessments Mid - year assessments		1/11/2016	Classroom Walkthrough Documents Progress Monitoring, Assessments, FCAT and EOC scores	1/29/2016 one-time
G1.B1.S1.MA1	Lesson Plans Bi - Weekly Classroom Walkthroughs Observations		10/26/2015	- Increased participation of learning stations and cooperative learning groups - Increased scores on progress monitored assessments - FCAT and EOC goals met for 2015 - 2016 school year	5/30/2016 biweekly
G1.B2.S1.MA1	- Increased scores on classroom assessments - Increased ability to communicate in writing and verbally	Bolden, Benny	10/30/2015	- Coaching Logs - Classroom Walkthrough Documents	5/30/2016 monthly
G1.B2.S1.MA1	- Observations - Lesson Plans - Classroom Walkthroughs		10/30/2015	Increased performance on: Mid - year assessment Bi- weekly FCIM benchmark assessments 2015 8th Grade FCAT and Biology EOC Exams	5/30/2016 biweekly
G1.B3.S1.MA1	- Classroom Walkthrough Documents - Lesson Plans - Student writings in journal/ workbook/ notebooks	McCombs, Baron	10/24/2015	- Increased Assessments scores - Increases in School wide Progress Monitoring	5/29/2016 monthly
G1.B3.S1.MA1	- Middle school Notebooks -Cornell Notes - Assessments	Swain, Genleah	11/24/2015	-Vocabulary rich classrooms - Increased performance on Progress Monitoring, FCAT assessments and EOCs	5/29/2016 monthly
G1.B6.S1.MA1	[no content entered]			one-time	
G1.B6.S1.MA1	[no content entered]			one-time	
G1.B7.S1.MA1	[no content entered]			one-time	
G1.B7.S1.MA1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Academy Application Status Updates Student academy enrollment Increased student JCMHS enrollment Decreased number of students asking for exception to attend out of district schools.	McCombs, Baron	1/5/2016	School scoring within the 70th percentile or higher on assessed standards	5/29/2016 monthly
G2.B1.S1.MA1	Progress Monitored FCIM Assessments Mid - year assessments Academy Application status updates.	Bolden, Benny	8/24/2015	Classroom Walkthrough Documents Progress Monitoring, Assessments, FCAT and EOC scores	5/29/2016 monthly
G2.B1.S1.MA1	Lesson Plans Classroom Walkthroughs Observations Academy formation meeting notes Academy development artifacts Academy applications	McCombs, Baron	8/24/2015	- Increased participation of learning stations and cooperative learning groups - Increased scores on progress monitored assessments - FCAT and EOC goals met for 2014 - 2015 school year	5/29/2016 monthly
G2.B2.S1.MA1	- Increased scores on classroom assessments - Increased ability to communicate in writing and verbally	McCombs, Baron	8/24/2015	- Coaching Logs - Classroom Walkthrough Documents	5/29/2016 monthly
G2.B2.S1.MA1	- Observations - Lesson Plans - Classroom Walkthroughs	McCombs, Baron	8/24/2015	Increased performance on: Mid - year assessment Bi- weekly benchmark assessments 2015 FCAT, FSA, and EOC Exams	5/29/2016 monthly
G2.B3.S1.MA1	- Classroom Walkthrough Documents - Lesson Plans - Student writings in journal/ workbook/ notebooks	McCombs, Baron	8/24/2015	- Increased Bi-weekly Assessments scores - Increases in School wide Progress Monitoring	5/30/2016 monthly
G2.B3.S1.MA1	- School wide Notebooks - Cornell Notes - Learning Stations - Assessments	McCombs, Baron	8/24/2015	-Vocabulary rich classrooms - Increased performance on Progress Monitoring, FCAT assessments and EOCs	5/30/2016 monthly
G2.B4.S1.MA1	- Classroom observation of colleagues classroom - Teachers ability to formulate rigorous lessons and experiences resulting in focused teaching and learning within classrooms		10/27/2015	- Implementation in classrooms - Completed Peer to Peer Modeling notes	5/29/2016 biweekly
G2.B4.S1.MA1	- Lesson Plans - Classroom Walkthroughs - Observations	McCombs, Baron	9/1/2015	Coaching Logs Classroom walkthroughs	5/29/2016 monthly
G2.B4.S2.MA1	[no content entered]			one-time	
G2.B4.S2.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we incorporate reading, writing, speaking, and higher order thinking skills across all content across then the school will reach the 90th percentile in reading.

G1.B1 Teacher Training/PD Scheduling

G1.B1.S1 Florida Standards Conversion and Common Rubric Training in October and November 2015

PD Opportunity 1

Common Writing Rubric to be used school-wide

Facilitator

Literacy Leadership Team

Participants

All teachers

Schedule

Monthly, from 10/14/2015 to 5/30/2016

PD Opportunity 2

Using Florida Standards to Improve Instructional Practices

Facilitator

DOE/SIM

Participants

All teachers, coaches, and administrators.

Schedule

G1.B2 Lack of prerequisite skills and background knowledge

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

PD Opportunity 1

Pre-test

Facilitator

Academic Coaches

Participants

Teachers

Schedule

Monthly, from 10/26/2015 to 5/30/2016

G1.B3 Implementation of literacy strategies

G1.B3.S1 Teachers will incorporate essential vocabulary in each subject area. Teachers will also incorporate AVID learning strategies (Cornell Notes) and will use Word walls will be referenced frequently during instruction. Instruction will also include: content area based writing and reading,

PD Opportunity 1

-Cornell Note training for teachers, students, and parents

Facilitator

Academic Coach

Participants

Teacher

Schedule

On 5/15/2016

G1.B4 Lack of rigor embedded within instruction.

G1.B4.S1 Adapt and train teachers on a common lesson planner to standardize lesson planning format.

PD Opportunity 1

ICMAPS Lesson Planner

Facilitator

Teresa Rockwood

Participants

All teachers and administrators

Schedule

Monthly, from 10/14/2015 to 5/29/2016

G2. If we develop and enhance quality educational/instructional programs to improve performance then students will graduate in 4 years and be able to meet their personal, academic, and career goals.

G2.B1 Lack of Industry Certification Courses

G2.B1.S1 Develop or send use existing PD that will increase the number of teachers certified and knowledgeable in delivering industry certification courses.

PD Opportunity 1

Investigate current pathways to expand the Technical program and the College program to academies.

Facilitator

Principal, Assistant Principal, and Guidance Counselor

Participants

Teachers

Schedule

Monthly, from 1/5/2015 to 5/29/2015

G2.B1.S2 Three teachers will be trained through, Train-The-Trainer model staff development in CTE Instructional Strategies in order to build, grow, and sustain academy programs school-wide. Current academies planned are Medical Academy; Project Lead-the-Way; College Academy; and Leadership Academy.

PD Opportunity 1

CTE Train the Trainer PD

Facilitator

Florida A & M University

Participants

Selected teachers and Teacher Volunteers.

Schedule

On 11/7/2014

G2.B2 Lack of prerequisite skills and background knowledge

G2.B2.S1 Teachers will provide students with pretest at the beginning of the week. Teachers will provide students with resources such as Gizmos (Math and Science), class note books, Cornell Notes, graphic organizers, index cards, and powerpoint.

PD Opportunity 1

- Pre-test

Facilitator

Academic Coaches

Participants

Teachers

Schedule

Monthly, from 8/1/2015 to 5/29/2016

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

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

PD Opportunity 1

- Classroom Walkthroughs - Coaching Logs - Student notebooks

Facilitator

Academic Coach and Department Chairs

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 5/30/2016

G2.B4 Lack of knowledge on how to operate and run successful career academies.

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

PD Opportunity 1

Peer to Peer Classroom Modeling PD

Facilitator

Academic Coaches and Master Teachers

Participants

School wide

Schedule

Monthly, from 11/3/2015 to 5/29/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.