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**State Board of Education Plan
for Repeating F Schools:
District: Jefferson County
School: Jefferson County High School
Monticello, Florida
Phil Barker, Superintendent of Schools
Juliette Fisher-Jackson, Principal
Ranston K. Chandler, Assistant Principal**

	Requirements	Current Status
1	<p><u>SBE Approved 4.18.06:</u></p> <p><i>School Restructure Plan:</i></p> <p><i>Change the grade configuration of the school and the programs offered.</i></p>	<p>Often times the organization in which teachers and principals operate can sometimes thwart their ability and good intentions to use effective practices. These pitfalls (drill and practice form of instruction and extrinsic incentives for achieving school performance) can sometimes alter teachers' intrinsic commitments to the welfare of their students. With this in mind, the following plan reflects our purpose of turning Jefferson County High School (JCHS) into an effective organization. Staff at JCHS have been informed of the proposed changes and have been given the opportunity to transfer in or out of the school prior to the beginning of the 2006-2007 school year. The plan for school reform will include the following:</p> <ul style="list-style-type: none"> • Continuation of the Continuous Improvement Model • Additional personnel and support

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		<p>services</p> <ul style="list-style-type: none">• Implementation of significant professional development activities based on student achievement data• Increased participation of the parents and the community• Strengthening the school's culture• Building the collaborative process• Modifying the organizational structure <p>We will strengthen the school's culture by clearly and consistently articulating high expectations for all students. We will modify organizational structures by changing schedules to ensure that teachers share common planning time and use that time to discuss improving instruction, communities of learning, and action research.</p> <p>This restructuring will also reinforce the collaborative process among teachers. When teachers are given sufficient time and consistent messages about the task at hand and the value of collaboration, they trust their colleagues and are more willing to share their best practices and challenges. We will offer small learning communities of teachers and students with magnets and academies to foster interest in:</p> <p>Computer and Information Technology Culinary Arts Auto Mechanics Building Construction Technology Program (Dual Enrollment with North Florida Community College) Art- Studio and Graphic</p>
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		These magnets/academies foster for our students a good foundation to enter the world of work or continue their course of study in postsecondary institutions.
2	<u>SBE Approved 5.14.06:</u> <i>Implement a schoolwide reform model for ALL students.</i>	All students will be a part of a seven period day. This scheduling allows students to arrange work-based learning opportunities (OJT) and integrating business and community volunteers into the curriculum to support academic student achievement.
3	<u>SBE Approved 5.14.06:</u> <i>Implement and align schoolwide reform model in feeder schools</i>	In order to meet the requirements of a school-wide reform model in the feeder schools, the middle school (Howard Middle) will lend the expertise of their teachers cooperatively with the high school to provide and expand the Continuous Improvement Model. Middle school teachers are trained in this model and have successfully implemented it in their school. Students at the middle school all participate in small learning communities led by a core team of teachers to provide more personalized instructional settings to provide relevance and rigor as we maintain our high academic standards.
4	<u>SBE Approved 4.18.06:</u> <i>Local school board-approved funding for schoolwide interventions to each individual F school</i>	The district has set aside a fund to provide school-wide interventions for Jefferson County High School.

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5	<p><u>SBE Approved 5.14.06:</u></p> <p><i>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>This will be a contract with parents, and starting with the incoming ninth graders in 2006, the contract will be for 4 years.</i></p>	<p>Prior to school opening in August, a ninth grade orientation program will be scheduled for incoming 9th grade students and their parents. The purpose of this orientation program will be to afford parents and students an opportunity to become familiar with the challenges of high school learning requirements and the challenges they face while working toward their future goals and completing high school.</p> <p>Parents will be provided a contract indicating interventions/remediation strategies provided by the teachers. This contract will be monitored annually by the school administrative staff, guidance counselors, teachers, parents and students during the four years of high school.</p>
6	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended learning program with transportation</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Districts must document extent of participation</i></p>	<p>All students will be offered and provided with an extended day program to provide additional time on task and remediation. This element is imperative in order to affect positive student gains/performance. Additionally, after-school tutorial programs will be on-going with after-school activity buses provided by the district.</p>
7	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government</i></p>	<p>We will provide a district community assessment team to provide external support to our school and monitor our progress.</p>

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8	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Schoolwide staff development</i></p>	<p>Teachers at JCHS will receive training on a continuing basis in order to support and sustain school improvement efforts. This training is based on the teacher/administrators needs assessment:</p> <ul style="list-style-type: none"> • Data Analysis and Student Progress Monitoring • ETS/IDMS (July 2006-May 2007) • High Schools That Work (July 2006 – May 2007) • Continuous Improvement Model • Strategies for ESOL students (July 2006- May 2007) • Making Middle Grades Work (July 2006- May 2007) • Read XL (all reading teachers) • Read 180 (all reading, ESOL and Language Arts Teachers (July 2006 – May 2007) • Differentiated Instruction (July 2006- May 2007)
9	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Staff development in reading in the content area</i></p>	<p>Reading teachers will have either a masters degree in reading or a reading endorsement. Teachers who don't meet this requirement are already enrolled in reading endorsement classes. Additionally, all teachers who teach Intensive Reading will be provided professional development in:</p> <p>Reading Intervention Programs (Read XL, Read 180, Great Source)</p> <p>Progress Monitoring – fluency and or comprehension measures</p> <p>Teaching Secondary Reading (CORE/Reading Boot Camp) (July 2006 – May 2007)</p>
	<p><u>SBE Approved 5.14.06:</u></p>	<p>The Executive Director of School</p>

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10	<i>District full-time staff assigned to each school</i>	Improvement (Sherry Heyen) will be assigned as the district’s full time staff member assigned to Jefferson County High School.
11	<u>SBE Approved 4.18.06:</u> <i>Identification and hiring of proven educational leaders¹</i>	A “peaceful revolution” is currently taking place at Jefferson County High School. The School Board of Jefferson County has appointed the previous principal of Howard Middle School (Juliette Fisher-Jackson), who in two years as principal took Howard Middle from a letter grade of “D” to a letter grade of “B”. Fisher-Jackson has set about invigorating the school community with a solid vision, plans and goals toward success. She and her staff have already begun to send the message that “every” student at Jefferson County High School will meet the school’s goals. The assistant principal, (Ranston K. Chandler) has served as an educational leader in a school that moved from a letter grade of “F” to “C”.
12	<u>SBE Approved 5.14.06:</u> <i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.²</i>	All previous instructional staff members re-applied this week and have been interviewed for their positions at JCHS. Current student data was the basis for the restructuring of teaching assignments.

¹ Proven educational leaders are administrators who have taken D or F schools and brought them up to A or B schools.

² Teachers who are highly effective are not identified by degrees or certification earned. Highly effective teachers are those for whom strong student learning gains can be documented.

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<p>13</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Differentiated pay (Incentives)</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Differentiated pay must be provided only to those teachers identified as highly effective.³</i></p>	<p>Financial incentives for highly-effective teachers will be provided based on their student achievement data.</p>
<p>14</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Performance Pay Plan</i></p>	<p>The Jefferson County School Board approved full implementation of the administrative and instructional Performance Pay Plan.</p>
<p>15</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Dedicated district school safety and attendance personnel</i></p>	<p>Continued services of a full time, site - based resource officer, two deans, a district social worker and community involvement specialist make up the school safety and attendance staff.</p>
<p>16</p>	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Fully staffed entire school-year</i></p>	<p>The district allocation formula provides a fully staffed school for the 2006-2007 school years.</p>

³ Teachers who are highly effective are not identified by degrees or certification earned. Highly effective teachers are those for whom strong student learning gains can be documented.

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17	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site reading coaches</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District provides one reading coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one reading coach for the entire school.</i></p> <p><i>All reading coaches must be approved by the Department.</i></p>	<p>A highly qualified, reading endorsed, department approved staff member will provide services as a reading coach at the high school level.</p>
18	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site math coaches</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one math coach for the entire school.</i></p> <p><i>All math coaches must be approved by the Department.</i></p>	<p>The district will provide a highly qualified DOE approved math coach for the school.</p>

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19	<p><u>SBE Approved 5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</i></p>	<p>All students at Level 1 and Level 2 and 11th and 12th graders required to retake FCAT at JCHS will be enrolled and participate in a 90 minute intensive reading block of instruction using the research-based Read 180 and Read XL program. Additionally, students will use the language series Great Source and Trade Winds to meet the needs of struggling readers by reading endorsed teachers and aligned with the K-12 Comprehensive Research-Based Reading Plan.</p>
20	<p><u>SBE Approved 5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.⁴</i></p>	<p>All students at Level 1 and Level 2 and 11th and 12th graders required to retake FCAT will be enrolled and participate in an intensive math class taught by highly qualified, top performing mathematics teachers. Students will use the research-based MacDougall Littell math series and a research-based, computer assisted, web based instructional lab program (Study Island).</p>
21	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended Day Credit Recovery Program</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i></p>	<p>Students who need credits for advancement to the next level will be provided services in an after-school Credit Recovery Program. The district will provide transportation for these students. We will monitor their progress quarterly and report success rates to DOE.</p>

⁴ Top performing mathematics teachers are not identified by degrees or certification earned. Top performing mathematics teachers are those for whom strong student learning gains can be documented.

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22	<p><u>Current law:</u></p> <p><i>Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation provided</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District must document outreach to parents regarding this choice option.</i></p>	<p>Parents have been notified by mail correspondence and newspaper ads have been submitted regarding school choice options for all students.</p>
23	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Support school with Title I Funds, in accordance with applicable federal laws</i></p>	<p>The district is committed to full compliance with Title I funding for <u>eligible</u> students.</p>
24	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Aggressive efforts to have all eligible students receive State Approved SES. Outreach efforts specific to this school, and participation rates, must be documented and reported.</i></p>	<p>Outreach efforts have already begun for students that are eligible for state approved SES services. Documentation will be provided.</p>

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25	<u>SBE Approved 6.20.06:</u> <i>District must document faithful implementation of the approved K-12 Reading Plan.</i>	We have submitted assurances agreeing to fully implement the approved K-12 Reading Plan with fidelity.
26	<u>SBE Approved 6.20.06:</u> <i>District must report to the State Board monthly regarding progress.</i>	Monthly meetings with the district staff and DOE contacts will be held regarding school progress.

SBE Approved 6.20.06:

The district is in compliance when 26 of the 26 school requirements are met.

Penalties for non-compliance will be voted on at the July 18, 2006 meeting.

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