

# ASSISTANCE *plus*

## State Board of Education Plan for Repeating F Schools:

	Requirements	Once Met No Further Report Required	Report Update Monthly	Evidence Submitted to FLDOE by:
1	<u>SBE Approved 4.18.06:</u> <b>School Restructure Plan:</b> <i>Change the grade configuration of the school and the programs offered.</i>	X		Aug. 7, 2006
2	<u>SBE Approved 5.14.06:</u> <b>Implement a schoolwide reform model for ALL students.</b>		X	Aug. 7, 2006
3	<u>SBE Approved 5.14.06:</u> <b>Implement and align schoolwide reform model in feeder schools</b>		X	Aug. 7, 2006
4	<u>SBE Approved 4.18.06:</u> <b>Local school board-approved funding for schoolwide interventions to each individual F school</b>	X		Aug. 7, 2006
5	<u>SBE Approved 5.14.06:</u> <b>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</b> <u>Amended 6.20.06 to include:</u> <b>This will be a contract with parents, and starting with the incoming ninth graders in 2006, the contract will be for 4 years.</b>		X, until evidence that all contracts are signed and in place	Aug. 7, 2006
6	<u>SBE Approved 5.14.06:</u> <b>Extended learning program with transportation</b> <u>Amended 6.20.06 to include:</u> <b>Districts must document extent of participation</b>		X	Aug. 7, 2006
7	<u>SBE Approved 5.14.06:</u> <b>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</b>		X	Sept. 1, 2006

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	Requirements	Once Met No Further Report Required	Report Update Monthly	Evidence Submitted to FLDOE by:
8	<u>SBE Approved 4.18.06:</u> <i>Schoolwide staff development</i>		X	Aug. 7, 2006
9	<u>SBE Approved 5.14.06:</u> <i>Staff development in reading in the content area</i>		X	Aug. 7, 2006
10	<u>SBE Approved 5.14.06:</u> <i>District full-time staff assigned to each school</i>	X		Aug. 7, 2006
11	<u>SBE Approved 4.18.06:</u> <i>Identification and hiring of proven educational leaders<sup>1</sup></i>	X		Aug. 7, 2006
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.<sup>2</sup></i>	X		Aug. 7, 2006
13	<u>SBE Approved 5.14.06:</u> <i>Differentiated pay (Incentives)</i>  <u>Amended 6.20.06 to include:</u> <i>Differentiated pay must be provided only to those teachers identified as highly effective.<sup>3</sup></i>	X		Aug. 7, 2006
14	<u>SBE Approved 5.14.06:</u> <i>Performance Pay Plan</i>		X	Dec. 1, 2006
15	<u>SBE Approved 5.14.06:</u> <i>Dedicated district school safety and attendance personnel</i>	X		Aug. 7, 2006
16	<u>SBE Approved 4.18.06:</u> <i>Fully staffed entire school-year</i>		X	Aug. 7, 2006

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

<sup>2</sup> 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.

<sup>3</sup> 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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	Requirements	Once Met No Further Report Required	Report Update Monthly	Evidence Submitted to FLDOE by:
17	<p><b><u>SBE Approved 4.18.06:</u></b> <i>District provides on-site reading coaches</i></p> <p><b><u>Amended 6.20.06 to include:</u></b> <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>		X, report activities of coaches	Aug. 7, 2006
18	<p><b><u>SBE Approved 4.18.06:</u></b> <i>District provides on-site math coaches</i></p> <p><b><u>Amended 6.20.06 to include:</u></b> <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>		X, report activities of coaches	Aug. 7, 2006
19	<p><b><u>SBE Approved 5.14.06:</u></b> <i>For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</i></p>		X	Evidence Due September 8 to prepare for SBE meeting
20	<p><b><u>SBE Approved 5.14.06:</u></b> <i>For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.<sup>4</sup></i></p>		X	Evidence Due September 8 to prepare for SBE meeting

<sup>4</sup> 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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	Requirements	Once Met No Further Report Required	Report Update Monthly	Evidence Submitted to FLDOE by:
21	<p><b><u>SBE Approved 5.14.06:</u></b> <i>Extended Day Credit Recovery Program</i></p> <p><b><u>Amended 6.20.06 to include:</u></b> <i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i></p>		X	Aug. 7, 2006
22	<p><b><u>Current law:</u></b> <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><b><u>Amended 6.20.06 to include:</u></b> <i>District must document outreach to parents regarding this choice option.</i></p>	X		Evidence Due September 8 to prepare for SBE meeting, submit number of students per school
23	<p><b><u>SBE Approved 6.20.06:</u></b> <i>Support school with Title I Funds, in accordance with applicable federal laws</i></p>	X		Aug. 7, 2006
24	<p><b><u>SBE Approved 6.20.06:</u></b> <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>		X	Aug. 7, 2006
25	<p><b><u>SBE Approved 6.20.06:</u></b> <i>District must document faithful implementation of the approved K-12 Reading Plan.</i></p>		X	Aug. 7, 2006
26	<p><b><u>SBE Approved 6.20.06:</u></b> <i>District must report to the State Board monthly regarding progress.</i></p>		X	Aug. 7, 2006

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## Components to be Reported by District Superintendents on a Monthly Basis Jefferson County

	Requirements
2	<p><b><u>SBE Approved 5.14.06:</u></b> <b><i>Implement a schoolwide reform model for ALL students.</i></b></p> <p>The Executive Director for School Improvement, Jefferson County High School Principal, Curriculum Specialist, and Culinary Operations Instructor attended the Florida DOE Matchmaker Mentor/Mentee “How-To-Seminar” for the Culinary Operations Career Academy. The Seminar was presented by Hillsborough County Public Schools from January 25-27, 2007. Topics addressed included recommended texts and equipment, websites and organizations, curriculum integration, advisory boards, scheduling issues, and student engagement. Emphasis was placed on the inclusion of rigor and relevance in the curriculum and integration of math and reading concepts into Culinary Operations class activities. We are designing a plan for implementation and preparing a needs assessment to determine needs.</p> <p>Howard Middle School staff will visit McNair Middle School in Brevard County in February to complete a needs assessment, create a plan, and to facilitate technology-infusion training. McNair will give immediate written feedback and offer an implementation plan. McNair will be available to us for ongoing communication via phone and e-mail, and will create links on their website for teacher sharing and reflection. E-mail pals will be offered between students at both schools.</p> <p>Howard Middle School and Jefferson High School are co-located to better utilize staff members in meeting the needs of both schools. Both schools offer a 7 period day. The seven period day is conducive to the 90 minute reading blocks, offerings of electives for the middle and high school, and implementation of remediation courses for FCAT level 1 and 2 students. In keeping with the Schools that Work Model, middle school students may enter high school with three credits (Spanish, Biology, and Algebra).</p> <p>The high school utilizes their homeroom teachers as academic advisors. Teachers review with students their assessment results, credit needs, etc.</p> <p>Career academies are identified and the curriculum has been designed or is in the process of being developed for academies. The identified academies include:</p> <ul style="list-style-type: none"> <li>• Automotive Studies</li> <li>• Culinary Arts Operations</li> <li>• Building Construction Technology</li> <li>• Math, Science and Technology for Howard Middle School</li> </ul>

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	<p>The building construction technology academy is a collaborative effort with North Florida Community College Architecture, Drafting and Construction Department.</p> <p>The Continuous Improvement Model has been implemented in both the Middle School and High School. Weekly calendars are developed and the math coach, reading coach and high school curriculum coordinator are essential to the implementation and monitoring of the Florida Continuous Improvement Model.</p>
<p style="text-align: center;"><b>3</b></p>	<p><b><u>SBE Approved 5.14.06:</u></b> <b><i>Implement and align schoolwide reform model in feeder schools</i></b></p> <p>Howard Middle School students took the PSAT in October. A Summary of Answers PSAT Workshop will be held in April to discuss the student’s performance on the standardized assessment. Using the data from the assessment, middle school teachers will collaborate with high school teachers to develop a strategic curriculum to prepare our middle school students for success when taking the SAT when they enter high school.</p>
<p style="text-align: center;"><b>6</b></p>	<p><b><u>SBE Approved 5.14.06:</u></b> <b><i>Extended learning program with transportation</i></b> <b><u>Amended 6.20.06 to include:</u></b> <b><i>Districts must document extent of participation</i></b></p> <p>Jefferson County High School’s after-school tutorial and enrichment program is on-going for all students. All Level 1 and 2 students receive remediation in the areas of reading, mathematics, and science with highly effective and certified reading, mathematics, and science teachers. All Level 3, 4 and 5 students receive advanced instruction in reading, mathematics, and science.</p> <p>There are 150 students registered for the after-school tutorial program, but enrollment increased last month (December) from 30-50 students to 50-75 students daily. In order to recruit and retain more students to the after-school tutorial program, Jefferson County High School successfully implemented the following:</p> <ul style="list-style-type: none"> <li>• Letters were sent to area churches</li> <li>• A flyer and article in the newspaper</li> <li>• During parent conferences held at the school, parents were encouraged to register their child(ren)</li> <li>• Incentives were offered to the students (Trip to AMC 20 Theatre to see “Freedom Writers,” BBQ on the grass at the school).</li> </ul> <p>On January 29 and 30, 2007, a Writing Blitz was held after school for all 8<sup>th</sup> and 10<sup>th</sup> grade students. Approximately 65 students attended both days. The purpose of the Writing Blitz was to reinforce the writing procedure, explain the scoring rubric, and complete a mock writing session. Also, another FCAT blitz will be held on Saturday, February 17, 2007, for all 9<sup>th</sup>, 10<sup>th</sup>, and re-takers of the FCAT. Emphasis will be on reading, mathematics, and science. We are expecting around 200 students to attend.</p>

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<b>7</b>	<p><b><u>SBE Approved 5.14.06:</u></b>  <b><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></b></p> <p>The Community Assessment Team met on December 15, 2006 and January 30, 2007. The members present were: Educator- Jim Norton, Community- Rev. Helen Johnson-Robinson, Parent- Jackie Harvey, DOE Representative- Bambi Lodman, District- Sherry Heyen, Principal- Juliette Fisher-Jackson, and Assistant Principal- Ranston K. Chandler. The team meets monthly and discusses issues such as: disaggregated data, curriculum and discipline issues, teacher accountability, and parental/community support. The next meeting is scheduled for February 28, 2007.</p>
<b>8</b>	<p><b><u>SBE Approved 4.18.06:</u></b>  <b><i>Schoolwide staff development</i></b></p> <p>The Media Specialist attended the Florida Association of Media in Education meeting November 1-3, 2006, in Orlando. Five Science teachers participated in the North Florida Community College 2006 Science Summit on November 3, 2006. Topics discussed included Water Quality Measurement, the NFCC Nature Center Cataloging Lab, and Weather Station Data Analysis. On December 19, 2006, the JCM/HS Faculty (42) participated in an Early Release Professional Development focusing on strategies for presenting Measurement presented by the Math Department. The Football Coach (1) participated in a Winter Football Clinic sponsored by the Florida Athletic Coaches Association on January 4-6, 2007. On January 23, 2007, eight members of the JCM/HS Faculty attended the Florida Educational Technology Conference in Orlando. On January 24, 2007, the JSM/HS faculty (42) participated in an Early Release Professional Development on Accommodations and Modifications for Middle and High School Students presented by Florida Diagnostic and Learning Resources System. On January 25-27, 2007, three members of the JCM/HS faculty attended the Culinary Arts Career Academy “How-To” Seminar sponsored by Hillsborough County Public Schools. Notes and lesson plans from these professional developments can be found in the Data/Professional Development notebook kept by all faculty members.</p>
<b>9</b>	<p><b><u>SBE Approved 5.14.06:</u></b>  <b><i>Staff development in reading in the content area</i></b></p> <p>A team of four from JCHS attended a Florida Continuous Improvement Model meeting on December 5, 2006. Three (3) vocational teachers participated in a “Reading at Work in the Classroom” professional development sponsored by FACTE on December 8, 2006, in Madison, Florida. Also, a team of four members of the JCHS attended Differentiated Instruction training sponsored by PAEC on December 8, 2006, provided by April Johnson of FLARE. Seven JCHS teachers have completed ESOL Instructional Strategies I, taught by Michael Pierce, for 60 professional development points. On December 18, 2006, the JCHS Faculty (42) participated in an Early Release Professional Development focusing on strategies for presenting Reference and Research and Compare and Contrast presented by the Reading and Language Arts Teachers. On January 2, 2007, the JCHS Faculty (42) participated in a Professional Development presentation by Kevin Smith focusing on Reading Strategies for Using Documents in Reference and Research and Content Area Vocabulary</p>

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	<p>Strategies. On January 3, 2007, the JCHS Faculty (42) participated in a Professional Development presentation by faculty members demonstrating ways to use vocabulary and reading strategies as Bell Ringer assignments.</p>
<p style="text-align: center;"><b>14</b></p>	<p><b><u>SBE Approved 5.14.06:</u></b> <b><i>Performance Pay Plan</i></b></p> <p>The decision was made by the local union leadership, the regional union leadership and the chief negotiator that the district would not participate in the STAR Program. Our current Performance Pay Plan was submitted and found to be missing several components, making it noncompliant with statute and with STAR proviso language. A new Performance Pay Plan is currently being developed.</p>
<p style="text-align: center;"><b>16</b></p>	<p><b><u>SBE Approved 4.18.</u></b> <b><i>Fully staffed entire school-year</i></b></p> <p>Jefferson County High School is currently full staffed with certified and highly effective teachers for this school year. Three teachers have either reading endorsement or certification. Two teachers, having completed five of the competencies are currently completing competency 6.</p>
<p style="text-align: center;"><b>17</b></p>	<p><b><u>SBE Approved 4.18.06:</u></b> <b><i>District provides on-site reading coaches</i></b> <b><u>Amended 6.20.06 to include:</u></b> <b><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></b> <b><i>All reading coaches must be approved by the Department.</i></b></p> <p>Jefferson County High School has one full time reading coach. The reading coach is completing component 6 for reading endorsement. The reading coach develops the instructional focus calendar for the month. She makes unscheduled visits to intensive reading classes, reviews the teacher's lesson plan, models lessons/strategies for teachers and observes the teachers. She is influential in developing the bell ringers that are completed every morning with students during the first 10 minutes of each class period.</p> <p>Students at Jefferson County high school are making significant gains in the area of reading.</p> <p><u>Florida Oral Reading Fluency</u> The Florida Oral Reading Fluency was administered during test assessment period # 2, Winter 2007 to the students scoring level 1 and level 2 on FCAT. The result of the data is entered into the PMRN which will indicate the number of at-risk students on FCAT.</p> <p><u>Scholastic Reading Inventory</u> The Scholastic Reading Inventory was administered to the students in the READ 180 Lab December 11-15, 2006 to track, monitor and analyze individual reading progress. Forty five percent (45%) of the students increased their reading lexile score by 100 points or more.</p>

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## FCAT Released Test

The new FCAT 2006 Released Test was administered in December in a realistic test setting. The results of the test data revealed that 22% of the tested students scored a level 3 or higher. This is a 7% increase on the FCAT simulations.

## Writes Upon Request

Writes Upon Request is the name of the weekly essay writing assessment. Students are making significant gains in their writing. The results of the data indicate that 34 % of the students are meeting high standards.

To improve student reading skills and competence, the reading coach has implemented the following at JCHS:

- Monthly instructional focus calendars that correlate with the benchmarks  
Including mini lessons and weekly assessments
- Grade Level Reading Initiative
- Writes Upon Requests
- Fluency Checks
- Diagnostic Testing
- Daily Bell Ringers each period
- Daily Teacher Read-Aloud each period
- Classroom visitations and modeling with feedback
- Individual collaboration with reading teachers  
Collaboration with leadership team, faculty, and staff
- Facilitated professional development on researched based strategies and interventions for teaching reading

The Reading Coach has also attended professional development in:

- Differentiated Instruction Teacher Training
- Reading Coach Professional Development
- ETS Testing
- Florida Continuous Improvement Model
- School wide professional development in the areas of reading, math and science.

18

## **SBE Approved 4.18.06:**

***District provides on-site math coaches***

**Amended 6.20.06 to include:**

***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.***

***All math coaches must be approved by the Department.***

Jefferson County High School has one full time math coach. The math coach develops the instructional focus calendar for the month. He makes unscheduled visits to intensive and regular math classes, reviews the teacher's lesson plan, models lessons/strategies for teachers and observes the teachers. He is influential in developing the bell ringers that are completed every morning with students during the first 10 minutes of each class period. The math also oversees the implementation of Study Island for math remediation.

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Intensive math teachers were given assignments covering the Sunshine State Standards in mathematics. The assignments were developed as self pace assignments for the students and the students were assessed every Friday covering the weekly benchmarks. **58%** of intensive math students showed mastery for MA.B.1.4.2 (Arc lengths, rate, distance, time, and angle measures), **61%** showed mastery for MA.C.1.4.1 (Analyzes 2- & 3-dimensional shapes), and **56%** showed mastery for MA.D.2.4.1 (Solving real world problems and slopes). Students taking Algebra IA, Algebra IB, Algebra I, and Geometry were given the 2006 Released FCAT Mathematics Test Grade 10 and **29%** of students scored between 0-25 percent correct, **51%** of students scored between 26-50 percent correct, **17%** of students scored between 51-75 percent correct, and **3%** of students scored between 76-100 percent correct.

**19 – 25 on back**

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## Components to be Reported by District Superintendents on a Monthly Basis

Requirements	
19	<p><b><u>SBE Approved 5.14.06:</u></b> <b><i>For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</i></b></p> <p>Initially, Jefferson County High School had 35 11<sup>th</sup> and 12<sup>th</sup> graders enrolled in intensive reading. Retake data showed that 8 (23%) of these students passed the FCAT Reading test. These eight students are no longer enrolled in their intensive reading class. Currently, we have 23 students enrolled in intensive reading. These students receive intensive instruction using the CIMS model. The instruction includes:</p> <ul style="list-style-type: none"> <li>• Teacher introduces concept</li> <li>• Teacher then models the concept</li> <li>• The concept is followed by a guided reading practice</li> <li>• Students are then paired with each other for practice</li> <li>• Students complete an assessment on the concept taught and learned weekly</li> </ul>
20	<p><b><u>SBE Approved 5.14.06:</u></b> <b><i>For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.<sup>5</sup></i></b></p> <p>Initially, Jefferson County High School had 46 11<sup>th</sup> and 12<sup>th</sup> graders enrolled in intensive math. Retake data showed that 15 (33%) of these students passed the FCAT Mathematics test. These fifteen students are no longer enrolled in their intensive math class. Currently, we have 31 students enrolled in intensive math. These students receive intensive instruction using the CIMS model. The instruction includes mathematical strategies such as:</p> <ul style="list-style-type: none"> <li>• Read the problem at least three times. Make a mental picture of what you have read.</li> <li>• Locate key words in the question. Make sure you understand what the question is asking you to do.</li> <li>• Identify key numbers and labels.</li> <li>• Eliminate unneeded data.</li> <li>• Thoroughly study any graphs, charts, or diagrams.</li> <li>• Determine the operations/strategies needed to solve the problem.</li> <li>• Solve the problem.</li> </ul>

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<b>21</b>	<p><b><u>SBE Approved 5.14.06:</u></b>  <b><i>Extended Day Credit Recovery Program</i></b>  <b><u>Amended 6.20.06 to include:</u></b>  <b><i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i></b></p> <p>Students at Jefferson County High School in need of recovering credits are taking classes through Florida Virtual School and Leon County Adult &amp; Community Education. Since the initiation of the credit recovery program, we have had fifteen (15) students to earn the appropriate credits during the first semester of the 2006-2007 school year to be reclassified to the next grade level.</p>
<b>24</b>	<p><b><u>SBE Approved 6.20.06:</u></b>  <b><i>Aggressive efforts to have all eligible students receive State Approved SES.</i></b>  <b><i>Outreach efforts specific to this school, and participation rates, must be documented and reported.</i></b></p> <p>The district is supporting 9 high school students enrolled in SES.</p>
<b>25</b>	<p><b><u>SBE Approved 6.20.06:</u></b>  <b><i>District must document faithful implementation of the approved K-12 Reading Plan.</i></b></p> <p>Reading coaches continually monitor reading assessments and report findings to PMRN as required. The district staff and reading coaches met on January 5, 2007 to monitor the progress made on the reading plan. The areas for monitoring include the assessment/curriculum decision tree, instructional materials for all areas, school wide and district professional development, reporting assessments to PMRN and progress monitoring tools for teachers.</p>

**Number #5**

Jefferson County High School has received 100% of 9<sup>th</sup> grade parent contracts.

**Number #15**

At Jefferson County High School, we have experienced a significant decline in student absences since the beginning of the school year. During the first three months of school, we averaged 50 to 60 absences each day. We are currently down to about 20 student absences each day. The attendance person calls the parent/guardian of each student that is absent each day. If the parent/guardian is unable to be reached, a message is left on the voicemail box of the number called.

If a student has missed 10 or more days consecutively or within a month, the student's attendance record is submitted to the district's Social Worker/Truancy Officer.