Phase 1

Part I: Schools to Be Supported

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

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

Jefferson County Elementary School – 0111

Part II: Stakeholder Engagement

A. Community Assessment Team

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

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

B. Turnaround Option Selection Process

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

Part III: Turnaround Option Selection

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

A. Needs Assessment

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

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

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

Student Performance

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

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

Performance data at Jefferson Elementary School for the 2014-2015 school year indicate the following: 28% proficiency in ELA, 41% proficiency in mathematics and 29% proficiency in science. Additionally, Jefferson County Middle High school has been assigned a letter grade of 'F' for the 2014-2015 school year. Performance data for the 2014-2015 school year indicate the following: 20% proficient in ELA, 11% proficient in mathematics, 41% proficiency in science and a 60% graduation rate for 2013-2014. The district experienced an increase of 17% in the graduation rate for the 2014-2015 school year; however did not graduate any students with disabilities with a standard diploma in 2014-2015.

Historically, the district has recruited prekindergarten students with developmental delays for enrollment. While services were provided to these students during their early elementary years, the district has failed to continue support past grade two. To this end, the district made a

concerted effort to improve the identification of students who need Exceptional Student Education (ESE) services and to improve the delivery of those services. According to 2014-2015 school year, 75.8% of students referred, with parental consent, for evaluation are evaluated within 60 school days of which the student is in attendance. The district's target is 100% to evaluate within 60 days of receiving the consent. While the district has seen a reduction in the time it takes to identify students and then provide services, we must continue to work in this area. At present, thirty-two (32) students have been referred for initial evaluation to determine if a student has a disability. at the elementary level and four (4) at the secondary level. There have been informal discussions regarding the number of students who have not been officially identified and are Tier 2 in MTSS. According to the district's SP&P, academic progress monitoring tools include universal screenings such as Stanford 10 for grades K-2, Florida Standards Assessment (FSA) for grades 3-10, Jefferson County Pre and Post standards based assessments in ELA and Mathematics K-12, Accelerated Reader STAR and Early Literacy STAR. In addition, grades K-5 implement Wonders core curriculum assessments for ELA and GO Math core curriculum assessments.

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

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

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

The decision criteria for initiating an evaluation may include, but not limited to, the following:
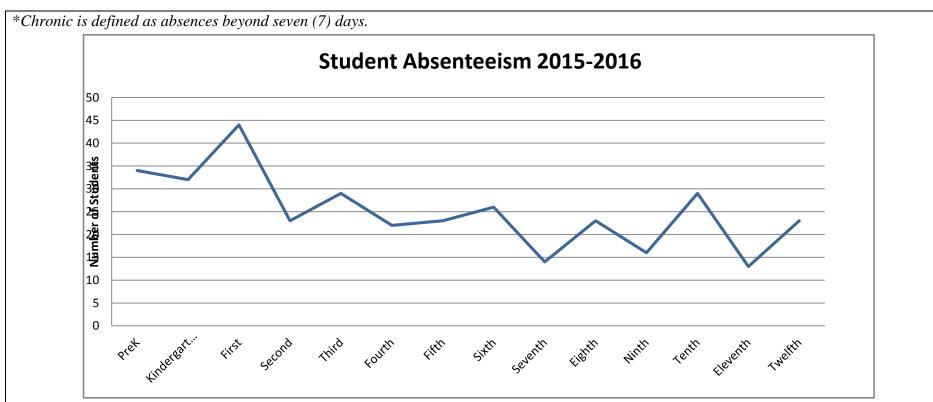
• Students who have been retained one or more times and are not meeting grade level standards.

• Students with failing grades in either reading or mathematics.

• Students who are requiring intensive interventions that require sustained intensity for the student to maintain progress.

• Students who are reading two or more grade levels below their current grade level.

• Students who exhibit social and emotional behaviors that indicate a potential disability.

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

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

Student Attendance

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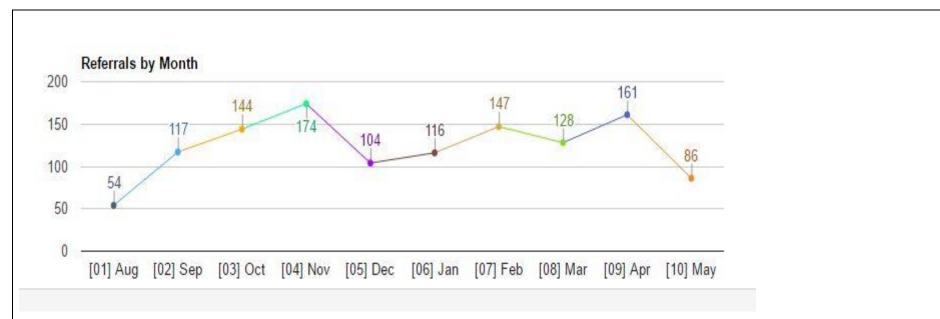
The graph below illustrates the number of students with chronic* absenteeism across the district.

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

Student Absenteeism 2015-2016

Discipline

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

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

Referrals by Month

Graduation Rate

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

Teacher Attendance

An expansion of the review of student and teacher performance also included teacher attendance. While policymakers have been directing considerable attention to teacher effectiveness, one basic aspect of effectiveness has received relatively little attention: teacher attendance. No matter how engaging or talented teachers may be, they can only have an impact on student learning if they are in the classroom. (*Roll Call: The Importance of Teacher Attendance*, NCTQ, 2014.) The chart below indicates teacher attendance rates by school during the 2015-2016 school year. This percentage included days identified as sick and or personal leave, with or without pay. These absences resulted in a reduce number of instructional hours for students. Further, the data indicates that the teacher attendance impacted the delivery of high-quality instruction.

Based on the data where habitual absences are indicated, employees have not been recommended for reappointment for the 2016-2017 school year. To incentivize teacher attendance, the district will provide a one-time stipend to those teachers who miss no more than three (3) instructional days during the school year.

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

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

Teacher performance and VAM Score

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

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

2015 VAM Classification District Summary

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

Aligned with the 2016-2017 DIAP, based on the district problem solving process and understanding the culture of the school district needs to be one conducive to performance excellence, the District Leadership Team has established the goals listed below to facilitate performance turnaround. We will address Goals 1 – 3 through specific activities described in this TOP; Goal 4 (Increasing Parent and Community Involvement) will be addressed through each school's School Improvement Plan.

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

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

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

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

B. Turnaround Option Selection

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

☒ *Option 1: District-Managed Turnaround*

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

☐ *Option 2: Closure*

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

☐ *Option 3: Charter*

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

☐ *Option 4: External Operator*

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

☐ *Option 5: Hybrid*

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

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

After close review and evaluation of the available options, the Jefferson County School District first elected to implement a **hybrid** of options. However, after disaggregation of student performance data, further problem-solving discussions, review of our needs assessment and guidance from our DA Regional Educational Director, we are requesting an opportunity to develop and implement a separate turnaround plan for Jefferson county Elementary, utilizing Option 1 – District-Managed Turnaround. In order for us to successfully support Jefferson County Elementary School in the implementation of this option, we must employ a curriculum specialist. The district does not currently employ a Curriculum Specialist whose duty would be overseeing the Turn Around Plan. As a district we believe that this positon is critical to the success of the **District-Managed Turnaround Option.**

The individual will be new to the position and given the significant tasks that we face, we must concentrate on providing guidance and support to the schools. Jefferson County School District is a very small district whose geographic location does not support the **Closure Option**. This option would require transporting students to neighboring districts. This option would increase the amount of time students would be transported to school exponentially. The significant increase in transportation time would put an undue stress on the students, especially those with special needs. In order to identify a company that has a proven record of effectiveness as a **Charter**, the district would need a substantial timeframe with which to conduct a review. Presently, the district wishes to maintain its current Board of Education and continue the partnership to improve education in Jefferson.

Student assessment data and teacher performance data clearly indicate the need to focus on teaching and learning in order to improve student performance. The Jefferson County School District has successfully identified a committed, dedicated and passionate school principal who has dedicated his career to improving the school system in Jefferson County. The current school principal has a proven record of effectiveness in turning around failing schools as demonstrated by the improved school grade in a prior assignment and as noted in Jefferson County Elementary School's progress from a school grade of "F" in 2013-2014 to a school letter grade of "D" in 2014-2015, when he became principal. Jefferson students need leaders who are willing to stay the course and who believe our students can compete at the highest levels. Further, an instructional leader at the district level is essential for district and student growth. To this end, we believe it is necessary to implement Turnaround Option #1, **District-managed Turnaround**.

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

- Improved 19 percentage points for high school students in Algebra 1.
- Increased nine percentage points in Grades 6-8 English Language Arts.
- Moved up eight percentage points in Grade 8 Science combined (Statewide Science assessment and Biology 1 End-of-Course assessment) and seven percentage points in Algebra 2.

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

In order to continue the efforts that we have begun during the 2015-2016 school year and to effect change, we must institutionalize the practices.

Phase 2

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

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

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

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

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

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

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

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

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

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

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

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

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

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

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

Implementation Plan

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

☒ *Area of Focus 1*

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

☐ *Area of Focus 2*

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

☐ *Area of Focus 3*

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

☐ *Area of Focus 4*

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

☒ *Area of Focus 5*

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

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

The district has identified several barriers that must be eliminated in order to effectively address the needs of the schools included in this Turnaround Option Plan. First, there is an immediate need to establish systems that will ensure high expectations, address language and vocabulary development and oversee formative assessment practices district-wide. To facilitate the systems effectively, we must identify an individual who has the capacity to guide curriculum development, support program planning and manage instructional programs so that we can ensure sound instructional practices. We recognize that limited support has been provided to schools from the district level. Employing an

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

Non-negotiable Strategies to Improve Student Performance include:
- Timely identification and assessment of students for the proper instructional placement and support
- Establish a district protocol for filling vacancies within a 30-day timeframe for instructional positions. This protocol will be shared with all staff involved in the hiring process and the Human Resource Specialist will oversee the process. To the extent possible, all administrative and instructional positions will be filled by highly-effective individuals who have met qualifications reflected on the job descriptions and have a demonstrated record of performance in the position/field.
- Develop a high-quality system of support for new and beginning teachers and administrators. The program will be district-based and will provide frequent and consistent mentorship and support. Mentors will be assigned to each new and beginning teacher and administrator. Mentors will be required to meet with their mentee(s) bi-weekly to provide support, answer questions and offer encouragement. Informal notes will be maintained by each team and assistance will be provided when appropriate. Mentor assignments will be made based on teaching assignments, i.e. an ELA teacher will be mentored by another effective ELA teacher. All mentor teachers must hold a valid teaching certificate in their assigned area and must complete a mentor training module offered through PAEC or complete the college course for hosting an intern offered through the local universities. Mentors will be trained in the expectations of the mentor program and will receive a one-time stipend of $1200 per year at the close of the school year. PAEC will support the development and implementation of this strategy by providing professional development opportunities to support new and beginning teachers.

- Incentivize attendance for employees in instructional positions to reduce the number of days students are not served by a highly effective teacher. Further, the district will follow the approved School Board Policies regarding employee attendance. Employees who do not adhere to the established policies will be placed on a Corrective Action Plan. The plan will be closely monitored by the school administrators with support and the Human Resource Specialist will oversee the implementation of this strategy.
- Monitor the implementation of the Turnaround Option Plan and provide follow-up to ensure that strategies are being implemented with fidelity, making modifications based on results. This effort will be driven by the District Leadership Team, led by the curriculum specialist. Monitoring will occur monthly during District Leadership Team meetings and reported to the RED.
- Deploy a Learning Management System (LMS) to facilitate improved delivery of instruction, increase collaboration and expand access to the standards addressed in daily instruction. This online solution will improve student learning by providing a coherent, standardized online classroom experience for all students across all content areas. Training for the LMS will be facilitated by the Instructional Technologist and will occur prior to the beginning of the 2016-2017 school year and continue throughout the school year. The Instructional Technologist will also provide modeling and support for implementation. Through the LMS, teachers will be required to establish an online presence that will be available to students and families 24/7. The online presence includes documentation, tracking, reporting and delivery of curriculum. Lesson plans will be reviewed weekly by school administrators. The Instructional technologist will monitor the use of the LMS and provide weekly reports to the curriculum specialist and the District Leadership Team. This information will be included in conferences with teachers and will be considered during both formal and informal evaluations.

Area of Focus 1

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

The district has elected to utilize Florida FAB, Performance Matters and iReady to monitor student progress. Florida FAB is new to the district and more closely aligned to Florida standards than the item bank previously implemented. Jefferson County attempted to utilize the data management system, Performance Matters two (2) years ago, however, newly hired school administrators were more familiar with another system and the district aborted the implementation of Performance Matters. The district began the implementation of iReady during the 2015-2016 school year; the 2016-2017 school year will be the first time the district has used the solution as a diagnostic tool for grades kindergarten through five.

The frequency of progress monitoring assessments of the Florida standards will occur three times per year (baseline, mid-year and final). In addition, the district will conduct progress monitoring in the area of Science (Grade 5, Grade 8 and Biology) each grading period. Classroom teachers will be required to administer common, interim assessments, based on subject areas, curricular resources, and pacing guides. The common interim assessments will be developed by the curriculum specialist and academic coaches using Florida FAB and Performance Matters.

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

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

A professional development institute for all district staff will be provided prior to the opening of the 2016-2017 school year. The content of the institute is based on the district instructional and student achievement needs. Ongoing and job-embedded professional development will be provided with support by the curriculum specialist and instructional coaches. These professional development activities will be held weekly and will be required for all teachers. Training will be Kagan Structures, unpacking the standards, delivering standards-based instruction, incorporating accommodations and modifications based on student needs, universal design for learning and trauma-informed care. Consultants and experts in each of the areas will be provided through Title I and Title II. Implementation of strategies gained through the professional development activities will be documented by lessons and evidenced by student improvement.

Area of Focus 2

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

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

Small-Group Reading Instruction (SGRI) is one of the most critical components of a comprehensive literacy program. In small groups students gain the advantage of interacting with other students but also have the potential for direct and constant contact with the teacher. SGRI allows the teacher to provide a layer of differentiation to whole-group instruction by providing opportunities to work with students whose needs are more alike than they are different. SGRI allows the teacher to vary the student membership of the groups and the level of texts used with each group. This helps the teacher target instruction to better meet the needs of the students in a manner that isn't as possible in large-group settings (Ford and Opitz 2008). This may be especially critical for the below grade-level reader.

The implementation of strategies directly impacting curriculum and instruction must be addressed in order to improve student performance. The selected programs will serve as resources which are directly aligned with FSA standards. It is imperative that Jefferson County School District employs a curriculum specialist whose primary responsibility is to guide program development, curriculum planning and management of instructional programs.

Area of Focus 5

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

Phase 2

Option 4: External Operator

Areas of Assurance

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

Assurance 1

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

Assurance 2

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

Assurance 3

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

Implementation Plan

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

Phase 2

Option 5: Hybrid

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

Areas of Assurance

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

Assurance 1

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

Additional Assurances

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

Implementation Plan

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

Evidence of Improved Performance at Jefferson County Elementary School

The district requests an additional year to implement the previously approved turnaround option. As indicated below, there is evidence that strategies and performance at Jefferson County Elementary School will continue to ensure improved performance.

1. The unofficial grade projection for 2016 is a letter grade "C", with the school earning 42% of the required points. This projection is an improvement as the school earned 33% of the required points based on the 2014-2015 grade report.
2. The district will continue the employment of the current school principal, who has a demonstrated record of effectiveness. He is a turnaround principal who successfully provided instructional leadership that resulted in moving an "F" school to a "C" and maintaining and "A" at another elementary school in a neighboring district. He has also demonstrated effectiveness in Jefferson County, moving the elementary school from an "F" to a "D".

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

4. Teachers have been reassigned based on student performance data, to ensure that standards-based instruction will occur. Learning walks will be conducted by the instructional coaches and school administrators in order to provide support and to identify and address instructional challenges immediately.

5. An identified team of district administrators have been assigned to specifically support the school administrators throughout the 2016-2017 school year. Support will include weekly visits, monitoring and support to ensure that activities are supporting the goals as identified in the School Improvement Plan.

6. Teachers will receive timely professional development in utilizing data to inform instruction, providing standards-based instruction, and providing appropriate interventions. Lesson plans will be monitored as documentation of the implementation of strategies gained through professional development.

7. The district's LMS will be utilized by all teachers to facilitate improved delivery of instruction, increase collaboration and expand access to the standards addressed in daily instruction. This online solution will improve student learning by providing a coherent, standardized online classroom experience for all students across all content areas. Training for the LMS will be facilitated by the Instructional Technologist and will occur prior to the beginning of the 2016-2017 school year and continue throughout the school year. The Instructional Technologist will also provide modeling and support for implementation. Through the LMS, teachers will be required to establish an online presence that will be available to students and families 24/7. The online presence includes documentation, tracking, reporting and delivery of curriculum. Lesson plans will be reviewed weekly by school administrators. The Instructional technologist will monitor the use of the LMS and provide weekly reports to the curriculum specialist and the District Leadership Team. This information will be included in conferences with teachers and will be considered during both formal and informal evaluations.