



Jefferson Elementary School & Jefferson Middle High School

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Superintendent of Schools



FLORIDA DEPARTMENT OF EDUCATION

2016 Turnaround Plan

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

Additional Deliverables

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

Since the district has chosen a charter school operator as their turnaround option, as information is being provided it will be documented here as Addendums.

As the District continues to gather information on charter school operators and research their past performance, our Regional Executive Director, Melissa Ramsey, will be notified and updated on the status of the selection process.

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

Jefferson Middle High School- 0021

Part II: Stakeholder Engagement

A. Community Assessment Team

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

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

The Community Assessment Team (CAT) is comprised of teachers, administrators, district personnel, community stakeholders, and school board members. The Community Assessment Team meets on a regularly scheduled basis in order to review school data, to problem solve district issues, and to make specific recommendations to the Superintendent to ensure the continued path towards student achievement.

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.

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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 District Leadership Team reviewed and considered 1) building leadership and capacity, 2) monitoring student performance data, 3) increasing proficiency in reading and science, 4) early identification and intervention of struggling students, 5) discipline, 6) student and teacher attendance, and 7) teacher performance and VAM scores.

Building Leadership and Capacity

The District Leadership Team recognizes the need for building leadership and capacity across the district at every level. In order for our students to be successful, they require instructional proficiency that is supported and cultivated by leadership that also has a deep level of expertise. This requires both a growth mindset and a dedication to change, therefore, all district leaders will be visible in the schools regularly and available to school administrators to provide leadership, expertise, support and feedback, thus establishing a collaborative environment within the district. The overall district leadership focus will be on building instructional leadership that values expertise. In order for this to be possible the Superintendent will fill district positions without delay (ESE Director has been hired and the Curriculum Specialist is in process). School Administration will also be visible and accessible throughout the school and available to teachers to provide leadership, expertise, and instructional feedback. The school administration will focus on creating a shared vision of quality instruction through team level meetings and faculty meetings. The school Principal will fill open positions within 30 days in order to ensure students and teachers have adequate support staff and instructors. In order to build deep levels of expertise and capacity, the district leadership and school administration, will request to attend the FDOE Commissioner's Leadership Academy. In addition, Administration will be required to have Level I and Level II training (available through PAEC). In addition, the district will seek professional development opportunities with the Center for Educational Leadership (University of Washington) in order to provide ongoing leadership training for district level leaders and school administrators. *Leading for Instructional Improvement, How Successful Leaders Develop Teaching and Learning Expertise* by Stephen Fink and Anneke Markholt, will be required reading for all leadership, with regular book study chats at leadership meetings. Instructional coaches will also provide ongoing and intensive feedback and support to teachers through collegial conversation and correspondence. Coaches will receive

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ongoing professional development on coaching modes and strategies. In order to ensure all teachers, coaches, administrators and district personnel are of a singular focus, everyone will receive training on the Danielson framework. In addition, all new teachers will be required per state statute, to complete the ProPel New Teacher Program through PAEC and work with a mentor.

Monitoring Student Performance * *Jefferson Middle High School data is located in the addendum*

Jefferson Elementary continues to strive towards greater levels of proficiency that are aligned with the state averages. The 15-16 FSA ELA scores indicate a 7% decrease in the number of third grade students performing at proficiency. There are however, increases in both 4th and 5th grade ELA proficiency levels. Fourth grade had a 2% *increase* and fifth grade had a 4% *increase*. Math has proven to be an area of greater academic strength with *increases* of 5% in fourth and 12% in fifth. Third grade saw a decrease of 3%.

The tables below show the district's performance on state assessment in ELA, Mathematics and Science for 14-15 and 15-16.

FSA ELA				FSA Math				FCAT Science			
	14-15	15-16	+/-		14-15	15-16	+/-		14-15	15-16	+/-
3rd	37%	30%	↓ (7%)	3rd	48%	45%	↓ (3%)	5th	27%	19%	↓ (8%)
4th	25%	27%	↑ (2%)	4th	43%	48%	↑ (5%)				
5th	28%	32%	↑ (4%)	5th	25%	37%	↑ (12%)				

Overall averaged performance data at Jefferson Elementary School, across grades 3 through 5, for the 2014-2015 school year indicates the following: 29% proficiency in ELA, 39% proficiency in mathematics and 27% proficiency in science. The 2015-2016 school year indicates the following: 30% proficiency in ELA, 43% proficiency in mathematics and 19% proficiency in science.

Student data is monitored, gather and disaggregated on an ongoing basis at Jefferson Elementary School in the following ways: grade level data collection, data chats with coaches, data chats with administration, MTSS meetings, and by the school Leadership Team. Teachers are required to maintain and update a data matrix in a Google Docs folder accessible by ESE teachers, coaches, team members, and administration. Data chats are an opportunity to identify struggling students and implement early interventions and supports, as well as, accelerate students who need additional academic challenges. Student data is gathered from Success For All, iReady, Wonders, STAR, Go Math, and Science Fusion. Diagnostic Assessments and Standards Mastery Assessments are scheduled throughout the year.

Current school ELA diagnostic data indicating proficiency as of December 2016:

	FSA ELA 15-16	STAR	iReady 2nd Diagnostic
3rd Grade	30%	34%	43%
4th Grade	27%	41%	44%
5th Grade	32%	28%	38%

Increase Proficiency in Reading

Due to the drop in third grade reading proficiency scores on the FSA ELA and the modest increase in the reading proficiency levels of the fourth and fifth grades, the District Leadership Team determined the most suitable course of action was to partner with a team of reading experts to increase the reading proficiency levels as quickly and sustainably as possible. *Success For All* is now the district's external partner and they are providing a classroom program built on cooperative learning that builds academic and social skills. They work collaboratively with the school team to develop a singular focus on student achievement. This model enables teachers and school leaders to leverage research proven strategies in their classrooms to increase student performance. They also provide onsite coaching and school-wide support. Students are grouped according to their instructional level until their deficiencies are remediated and they progress on. The program focuses on phonemic awareness, fluency, comprehension skills and strategies, cooperative learning (Getting Along Together), and critical thinking skills and strategies.

Increase proficiency in Science

Jefferson Elementary now has a science coach. The role of the coach is to support science instruction, assist with long and short range lesson plans, plan real world experiences, and model. This year both schools in the district had science fairs and submitted entries to the regional fair. In order to understand the scientific world around them, students will be having more hands on experiences through partnerships with Sea to Sea (FSU), the MagLab (FSU), and Science on the Move (FSU). Students have also attended the Challenger Learning Experience, the IMAX, and the Planetarium with a focus on astronomy. This is all in an effort to bring the science standards to life for the students of Jefferson Elementary School who often do not have these types of hands on experiences. The Leadership Team understands that science must be experienced and not passively taught. The science coach also pulls small groups across the school to work with them on basic scientific principals and increase their understanding of them. In addition, the science coach has applied for a grant from Duke Energy to fully fund a

STEM program at the school. This will complement the current STEM/AG activities facilitated through Florida A&M. Lastly, the science coach provides science professional development for teachers and is available after school for parent science questions.

Early identification and intervention of struggling students (Tier II & III and ESE)

The district has 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. In 2014-2015, 75.8% of students referred for evaluation were evaluated within 60 school days. The district's target is 100% evaluation within 60 days of receiving the consent. While the district has seen a reduction in the time it takes to identify students and provide services, we continue to work in this area. At present, 13 students are waiting for initial evaluations to determine eligibility. There is an anticipation of increased delivery of services and processing referrals in a timely manner since the filling of the ESE Specialist position as of 2/6/17.

In order to ensure students are identified early and correctly, the following criteria for initiating MTSS monitoring, and possible ESE testing may include, but is not limited to:

- 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.

Discipline

The district monitors discipline through FOCUS and office discipline reports (ODR). For Tier 2 and Tier 3 behavioral students, additional classroom level monitoring is done through various teacher methods such as anecdotal records, individualized behavior plans, and positive classroom behavior initiatives. Progress monitoring for behavior is individualized and carried out as indicated on the student's RTI (Response To Intervention) plan which includes an individualized behavior plan. Additionally, a large component of the *Success For All* program is the "Getting Along Together" component, which focuses on cooperative learning skills and learning the dynamics of getting along in a diverse world. Through the explicit instruction of soft skills (i.e. - honesty, integrity, and teamwork) there has been a decrease in classroom disruptions. Students are explicitly taught to coach, encourage, and provide constructive feedback to their peers.

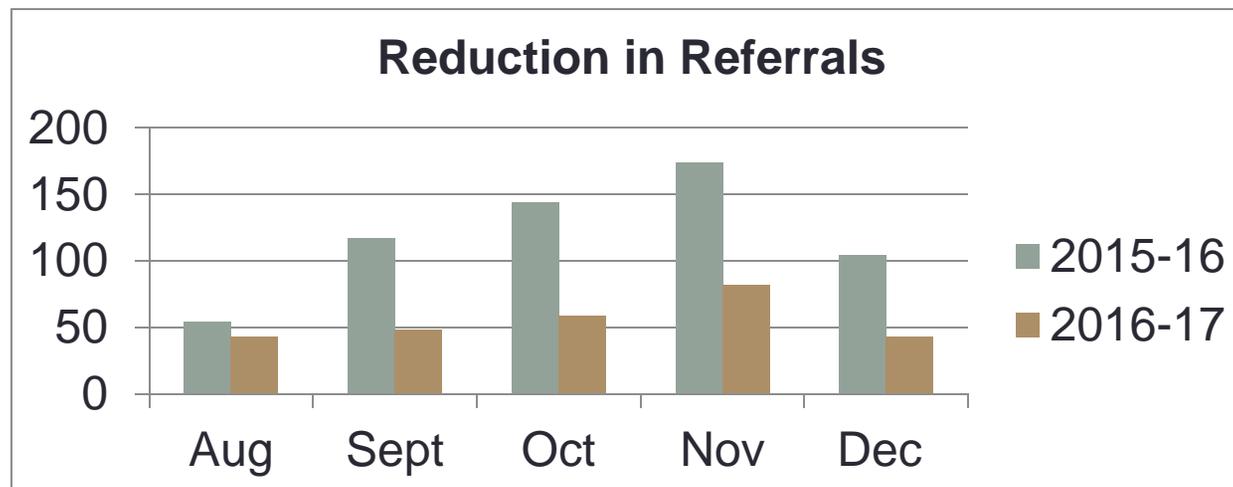
In order to understand and reduce discipline issues and create a learning environment that values respect, compassion, and empathy, teachers

are being trained in Trauma Informed Care in order to become a Trauma Sensitive School. This will be done through a partnership with SEDNET 2B and a representative of the Problem-Solving Response to Intervention Team. Students living in poverty and or crisis often experience trauma that negatively effects learning. Teachers are taught to recognize the signs of trauma and to develop the instructional techniques to deal with disruptions born out of trauma. As part of this process we will also implement restorative models for discipline which will foster self-esteem, improve student performance and build a greater sense of community with our youth.

Through this partnership, wraparound services will be provided through a compliment of agencies such as The Apalachee Center, the Jefferson County Department of Health, and FDLRS (Florida Diagnostic & Learning Resources System). Included in this initiative will be a comprehensive survey of students and parents to identify the number of students impacted by trauma, ongoing professional development for teachers, and support for teachers who identify as experiencing the trauma of “compassionate fatigue”.

The responsibility for the review of progress monitoring for both behavior and academics lies with the classroom teachers, grade level teams as a whole, and members of the Leadership Team who meet regularly to monitor this data. Classroom interventions are monitored weekly and reviewed monthly. Intensive interventions are monitored weekly.

The graph below displays the decrease in overall school referrals.



Student Attendance

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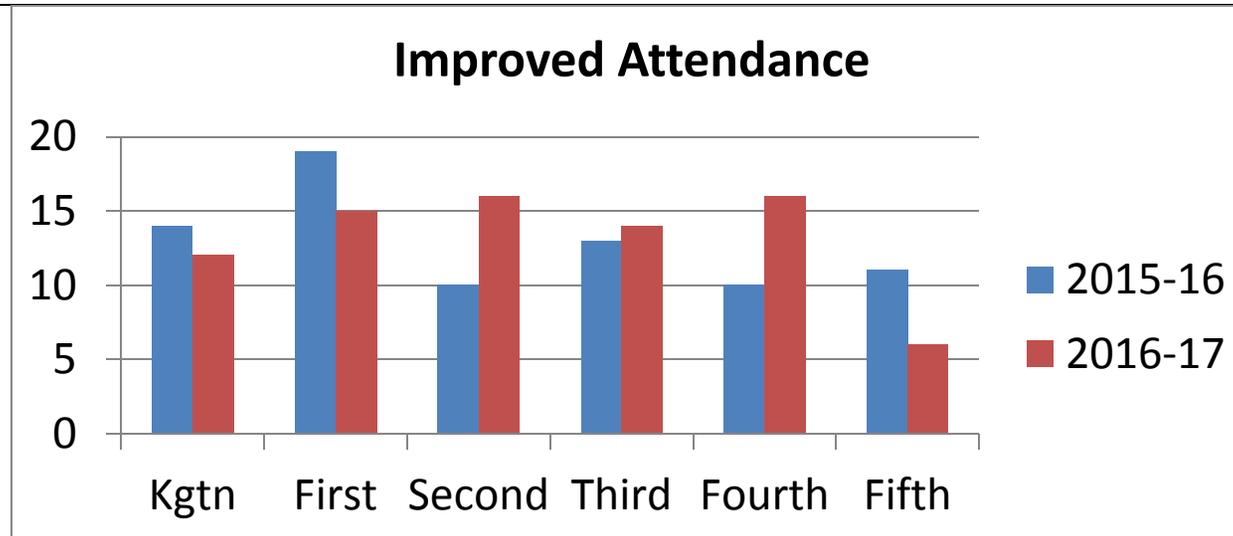
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Research shows that chronic absenteeism can impact students' performance in reading and mathematics. Research publicized by initiatives such as the Campaign for Grade-Level Reading show that starting in kindergarten, students who are chronically absent, (typically defined as missing 10% or more of school) are less likely to read by the 3rd grade. Chronic 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.) Therefore, the district will strictly enforce and follow through with fidelity on the district's student attendance policies.

A student may be deemed truant after five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or ten unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period. Students are subject to the following actions for preventing and chronic absenteeism: 1) when a student may be exhibiting a pattern of chronic absenteeism, the principal shall refer the student to the school's attendance team to determine if a pattern of truancy is developing, 2) the school's attendance team shall meet with the student and parent or guardian to determine if a pattern of truancy is developing and to identify and implement potential remedies, 3) if the school-based efforts to resolve non-attendance are unsuccessful, the student shall be referred to the Superintendent or his designee for truancy, 4) if no valid reason is found for the student's absences, the Superintendent or his designee may send the parent or guardian written notice, via certified return receipt, requiring enrollment or attendance within three days after the date of the notice, 5) if the student does not return to school after the three day notice, the Superintendent or his designee may refer the student and the parent or guardian to truancy court before the Circuit Court of Jefferson County. A criminal prosecution for truancy may also be initiated against the parent/guardian.

Monitoring chronic absenteeism is also a function of the Early Warning System and the MTSS team.

The graph below illustrates the number of students with chronic* absenteeism at Jefferson Elementary School, August – December 2016.



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

Teacher Attendance

An expansion of the review of student and teacher performance also included teacher attendance. The chart below indicates teacher attendance rates during the 2015-2016 school year compared to August – November of the 2016-2017 school year. The percentage included days identified as sick and or personal leave, with or without pay. These absences resulted in a reduced 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 will not be recommended for reappointment for the 2016-2017 school year. In order to increase teacher attendance, the district will recognize and reward consistent attendance. The district will incentivize teacher attendance by providing a one-time stipend to those teachers who miss no more than three (3) instructional days during the school year.

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	2015-2016	August-November 2016	Change
# of Instructional Staff	33	32	2 (-)
# of Hours Recorded Sick (By Month)	164.72	109.81	33% (-)
# of Hours Recorded Personal (By Month)	0	0	No change
# of Hours Recorded Unpaid (By Month)	8.67	5.63	35% (-)

Teacher performance and VAM Score

Teacher VAM scores for the 2015-2016 school year, provided by the FDOE indicate one (1) highly effective teacher at Jefferson Elementary School. This VAM classification did align 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 (3) who earned *Unsatisfactory* VAM classifications 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 new tool will begin during the 2016-2017 school year. The classroom walkthrough tool will be revised as well to better align with the indicators on the new teacher evaluation, thus increasing its usefulness in providing feedback and support to teachers. The district will be using the Danielson Framework for Teaching and the corresponding Evaluation Instrument. Teachers will receive professional development in order to effectively align their practices with the Danielson model and assure a seamless transition. In addition, in order to help increase teacher performance, the district will offer a monetary incentive to teachers receiving a rating of Highly Effective, to be paid from Title II funds.

Identified Goals

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- Increase Student Proficiency: 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 – Provide Research-based Professional Development: 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 – Increase Student Engagement: 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 – Increase Parent/Family Involvement: 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 has elected to implement **Option 3: Charter**, where the District will contract with a charter school operator with a proven record of effectiveness in schoolwide reform who will oversee the new K-12 charter. The support and guidance provided by the charter school is critical to sustained academic improvement for students and capacity building for administrators and teachers. This District has committed to employing a Director of Curriculum whose duty will be overseeing the Turnaround Option Plan and providing guidance and direction in the implementation of effective instruction.

Student assessment data and teacher performance data clearly indicates the need to focus on curriculum and instruction in order to improve student performance. As defined by the Florida Department of Education, the charter school operator will run the day to day operations of the school and make all instructional decisions. An analysis of student performance and teacher performance data clearly indicates the need for curricular and instructional support both at the district and school level. The charter school operator will model effective strategies for

classroom teachers, provide professional development and offer support throughout the school year. The district, along with the charter school operator 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.

In an effort to ensure that teachers are prepared and supported, the district has elected to contract with a charter school operator that will provide support through professional development at both the teacher and the leadership levels. Utilizing the charter school model will allow us to access individuals and resources with proven records of success. The district 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 affect change, we must institutionalize best practices. The charter school operator will provide us with guidance, direction and ensure that processes are implemented with fidelity. The charter school operator will support teaching and learning for school reform.

The Superintendent and Board, in consultation with the charter school operator, will establish a progress monitoring plan which will allow the district to regularly assess and evaluate the academic and financial performance of the charter school.

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 3: Charter

Areas of Assurance

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

Assurance 1

The district shall close the school(s) and reopen as a charter or multiple charters, in accordance with section 1002.33, F.S.

School Board votes to turn over day to day management of Jefferson County Elementary and Jefferson County Middle/High School to a charter school operator that has a proven track record of academic and financial performance.

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Assurance 2

The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

The Superintendent will request, receive and review a proposal by a charter school operator to operate one or more charter schools that will serve grades K-12 beginning in the 2017-18 school year. The Superintendent will require the charter school proposal utilizes the model charter school application adopted by the State Board of Education. The Superintendent will utilize the model charter school evaluation instrument to evaluate the charter school proposal. The Superintendent will make a recommendation to the School Board to act upon the charter school application.

The School Board will, by majority vote at a noticed public meeting approve a charter school proposal to operate one or more charter schools that will serve grades K-12 beginning with the 2017-18 school year.

The School Board will negotiate and execute a performance-based charter school contract with the charter school operator. The charter contract must include, at a minimum, academic performance expectations. The charter contract will ensure that the charter school is open to all Jefferson County students.

The School Board will negotiate and execute an agreement with the charter school operator that describes the roles and responsibilities of the district and the school as they relate to transportation, food services, and other non-educational functions.

Assurance 3

The district shall select a charter organization that has a successful record of providing support to high-poverty, low-performing schools, and provide evidence of its success.

The Superintendent and Board will establish the criteria which will be used to evaluate and select a charter school operator. The evaluation criteria will include, at a minimum, current and historical academic and financial performance of all schools currently or previously operated by the charter school organization, as well as the demographic composition of the students served by the charter school organization to ensure the operator has the capacity to offer a high-quality educational experience to all students in Jefferson County.

The Superintendent will identify and contact charter school operators who have a demonstrated track record of strong academic achievement in high-poverty public schools and meet the criteria established by the Superintendent and Board. The Superintendent will meet with potential operator(s) and will facilitate individual meetings with School Board members.

Assurance 4

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

The District will provide Human Resources support for the selected charter school operator, including sharing teacher evaluation results to support the operator with instructional staffing decisions as well as conducting necessary background checks.

Timeline for completion of assurances

The District will adhere to the following timeline to complete the tasks outlined in the above assurances. The Superintendent is tasked with assuring all tasks are completed in a timely manner by the date indicated in the table below.

Assurance	Task	Action	Date Completed By
1	Reopen Schools as Charter Schools	School Board votes to turn over day to day management of Jefferson County Elementary and Jefferson County Middle/High School to a charter school operator that has a proven track record of academic and financial performance.	February 9, 2017 Completed
3	Establish Selection Criteria	The Superintendent and Board will establish the criteria which will be used to evaluate and select a charter school operator. The evaluation criteria will include, at a minimum, current and historical academic and financial performance of all schools currently or previously operated by the charter school organization, as well as the demographic composition of the students served by the charter school organization to ensure the operator has the capacity to offer a high-quality educational experience to all students in Jefferson County.	Feb.13-Feb.17
3	Interview Potential Operators	The Superintendent will identify and contact charter school operators who have a demonstrated track record of strong academic achievement in high-poverty public schools and meet the criteria established by the Superintendent and Board. The Superintendent will meet with potential operator(s) and will facilitate individual meetings with School Board members.	Feb. 20-Feb.24

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2	Request and Review Charter School Proposal	<p>The Superintendent will request, receive and review a proposal by a charter school operator to operate one or more charter schools that will serve grades K-12 beginning in the 2017-18 school year.</p> <p>The Superintendent will require the charter school proposal utilizes the model charter school application adopted by the State Board of Education. The Superintendent will utilize the model charter school evaluation instrument to evaluate the charter school proposal. The Superintendent will make a recommendation to the School Board to act upon the charter school application.</p>	Feb.27-March 3
2	Approve Charter School Proposal	The School Board will, by majority vote at a noticed public meeting approve a charter school proposal to operate one or more charter schools that will serve grades K-12 beginning with the 2017-18 school year.	March 6-March 10
2	Negotiate a Charter School Contract	The School Board will negotiate and execute a performance-based charter school contract with the charter school operator. The charter contract must include, at a minimum, academic performance expectations. The charter contract will ensure that the charter school is open to all Jefferson County students.	March 13-March 17
2	Negotiate Shared Services Agreement	The School Board will negotiate and execute an agreement with the charter school operator that describes the roles and responsibilities of the district and the school as they relate to transportation, food services, and other non-educational functions.	March 20-March 24

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4	Instructional Personnel	The District will provide Human Resources support for the selected charter school operator, including sharing teacher evaluation results to support the operator with instructional staffing decisions as well as conducting necessary background checks.	March 27-April 7
	Oversight	The Superintendent and Board, in consultation with the charter school operator, will establish a progress monitoring plan which will allow the district to regularly assess and evaluate the academic and financial performance of the charter school.	March 13-March 24
	School Board is presented with a completed charter operator contract	School Board votes to approve the charter school contract.	April 10, 2017

Implementation Plan

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

The DIAP will be updated to reflect the selection of the Charter Turnaround Option.