













Graduation Initiative









Implementation Status Report

| | |
|---|---------------------------|
|  | Full implementation |
|  | Ongoing implementation |
|  | In development |
|  | Not currently implemented |











Goal 1: Develop and implement a district-wide Early Warning System to identify, support, and monitor students who are off-track and most likely to experience adverse outcomes.

| Strategies | Mar. 2017 Status | Sept. 2017 Status | Mar. 2018 Status | Sept. 2018 Status | Mar. 2019 Status |
|---|---|-------------------|------------------|-------------------|------------------|
| 1.a. Allocate funds and hire graduation coach positions to support implementation of the district’s Early Warning System. |  | | | | |
| 1.b. Provide professional development for graduation coaches on the research behind Early Warning Systems, data indicators, graduation requirements, problem solving, and dropout prevention. |  | | | | |
| 1.c. Identify early warning indicators and thresholds for course performance, attendance, and behavior. |  | | | | |
| 1.d. Implement mentoring programs to support at-risk and off-track students at all grade levels. |  | | | | |
| 1.e. Schedule advisement time within the master schedules for middle and high schools. |  | | | | |
| 1.f. Research and apply for additional funding sources such as grants and partnerships to support students who are off-track. |  | | | | |
| 1.g. Develop and promote tools to more frequently communicate graduation status to students and parents. |  | | | | |
| 1.h. Provide district communication to families and community stakeholders regarding requirements for graduation. |  | | | | |











Goal 2: Increase principal and school ownership of student success by providing district support for school-based problem solving and implementation of interventions.

| Strategies | | | | | |
|--|---|-------------------|------------------|-------------------|------------------|
| Strategies | Mar. 2017 Status | Sept. 2017 Status | Mar. 2018 Status | Sept. 2018 Status | Mar. 2019 Status |
| 2.a. Support schools with developing, implementing, and monitoring academic, attendance, and discipline interventions. |  | | | | |
| 2.b. Provide professional development for school administrators on the Graduation Initiative, Early Warning System, and roles/responsibilities of graduation coaches. |  | | | | |
| 2.c. Provide professional development for school guidance counselors on the Graduation Initiative, Early Warning system, and roles/responsibilities of graduation coaches. |  | | | | |
| 2.d. Provide professional development for district and school administrators on early warning indicators and interventions. |  | | | | |
| 2.e. Provide professional development for teachers, staff, and students on graduation requirements and early warning indicators. |  | | | | |
| 2.f. Create active EWS problem solving teams at each school site. |  | | | | |
| 2.g. Support schools with creating incentive programs to celebrate student success. |  | | | | |
| 2.h. Support schools with establishing common standards-based practices in the areas of planning, instruction, assessment, and grading. |  | | | | |










Goal 3: Enhance college and career readiness for students by increasing opportunities and improving academic pathways towards graduation.

| Strategies | | | | | |
|--|---|-------------------|------------------|-------------------|------------------|
| Strategies | Mar. 2017 Status | Sept. 2017 Status | Mar. 2018 Status | Sept. 2018 Status | Mar. 2019 Status |
| 3.a. Develop vertically aligned pathways between middle and high schools across the district. |  | | | | |
| 3.b. Develop and implement transition programs for middle and high school students. |  | | | | |
| 3.c. Implement appropriate, academic broad-based screening procedures to accelerate students within unidentified, underrepresented populations. |  | | | | |
| 3.d. Implement additional Career and Technical Education (CTE) programs. |  | | | | |
| 3.e. Implement AVID at new school sites. |  | | | | |
| 3.f. Recruit and retain teachers who are qualified and willing to teach accelerated and CTE courses. |  | | | | |
| 3.g. Develop business and community partnerships to promote and support college and career readiness. |  | | | | |
| 3.h. Support schools with developing ways to promote college and career pathways and individual student goals. |  | | | | |
| 3.i. Develop tools and resources to communicate with students, families, and community stakeholders about academic pathways available in the district. |  | | | | |
| 3.j. Research and explore the possibility of career academies in our high schools. |  | | | | |

Goal 4: Provide schools with accurate, timely, and efficient access to Early Warning System indicator data.

| Strategies | | | | | |
|---|---|-------------------|------------------|-------------------|------------------|
| Strategies | Mar. 2017 Status | Sept. 2017 Status | Mar. 2018 Status | Sept. 2018 Status | Mar. 2019 Status |
| 4.a. Develop automated EWS reports aligned with focus indicators in Skyward. |  | | | | |
| 4.b. Implement Ed-Fi CODE. |  | | | | |
| 4.c. Train district staff and graduation coaches on how to access and analyze EWS indicators and reports in Skyward and Ed-Fi CODE. |  | | | | |
| 4.d. Train school leaders and identified EWS school team members on how to access and analyze EWS indicators and reports in Skyward and Ed-Fi CODE. |  | | | | |
| 4.e. Train teachers on how to access and analyze EWS indicators and reports in Ed-Fi CODE. |  | | | | |
| 4.f. Implement the use of the Middle School Graduation Plan in Skyward as a tracking tool. |  | | | | |
| 4.g. Develop tracking documents to monitor students who are at-risk or off-track. |  | | | | |
| 4.h. Develop knowledge and the capacity at the district level to more effectively use Skyward, Ed-Fi CODE, and other data platforms. |  | | | | |
| 4.i. Collaborate with NEFEC, USF, and other educational organizations to provide schools with data and research. |  | | | | |
| 4.j. Provide academic progress monitoring platforms and assessments to build consistency across schools. |  | | | | |

Goal 5: Improve district monitoring of early warning indicators, preventative measures, intervention strategies, and graduation rates.

| Strategies | | | | | |
|--|---|-------------------|------------------|-------------------|------------------|
| Strategies | Mar. 2017 Status | Sept. 2017 Status | Mar. 2018 Status | Sept. 2018 Status | Mar. 2019 Status |
| 5.a. Create a district level EWS problem solving team to monitor district and school preventative measures and intervention strategies for course performance, attendance, and behavior. |  | | | | |
| 5.b. Develop expectations and timelines for school leaders to report EWS data to the Superintendent at strategic points during the school year. |  | | | | |
| 5.c. Monitor implementation of the graduation initiative and adjust strategies based on data and desired progress. |  | | | | |
| 5.d. Research, develop, and implement an efficient and effective MTSS process. |  | | | | |
| 5.e. Evaluate district level policies and procedures regarding promotion, placement, and retention. Revise as needed. |  | | | | |
| 5.f. Evaluate district level policies and procedures regarding attendance and behavior. Revise as needed. |  | | | | |
| 5.g. Evaluate the effectiveness of the graduation coaches and clarify roles and responsibilities. |  | | | | |
| 5.h. Publish graduation initiative reports for parents and community stakeholders. |  | | | | |
| 5.i. Promote community awareness of district initiatives through marketing and media campaigns. |  | | | | |

Implementation Examples and Evidence

- 1.a. Allocated and hired three graduation coaches for the 2016-17 school year
- 1.b. Training provided on 12/9/16, 12/15/16, 12/16/16, 01/18/17, 01/31/17, 02/16/17, 02/17/17
- 1.c. Met with Amber Brundage from USF on 12/15/16 for initial meeting
- 1.d. Examples of programs at some schools include Check and Connect, Camp Osprey, North Point Youth, Boyz II Men Mentoring Project
- 1.e. TA periods were included in master schedules at all middle and high schools during 2016-17 school year
- 1.f. Applied for Jobs for Florida's Graduates through The Florida Endowment Foundation for Florida's Graduates
- 2.a. District staff including school improvement specialists, graduation coaches, and content specialists provide support to schools
- 2.b. Training provided on 05/04/16 and 10/25/16
- 2.d. Initial training provided on 05/04/16
- 3.a. District is developing vertically aligned pathways for the 2017-18 school year
- 3.c. The district uses the Cognitive Abilities Test (CogAT) as a universal screener
- 3.d. The district is partnering with Georgia Pacific to implement a new CTE program for the 2017-18 school year
- 3.e. The district is exploring options for AVID at the elementary level
- 3.h. The district implemented the Freshman Transition Course as part of Get Focused...Stay Focused! for all 9th grade students and is working in partnership with St. Johns River State College and First Coast Technical College
- 3.i. The district organized a high school showcase and Palatka High School organizes a college night
- 4.b. The district is partnering with NEFEC to have Ed-Fi CODE ready to fully implement during the 2017-18 school year
- 4.c. Ed-Fi CODE training for district administrators and staff was provided on 01/18/17
- 4.g. Schools have autonomy to develop their own tracking tools to monitor students who are at-risk or off-track
- 4.h. District leaders and staff have had training on data platforms including Ed-Fi CODE, i-Ready, and Performance Matters

- 4.i. Examples of district partners include NEFEC, Project 10, and the University of South Florida
- 4.j. The district provides i-Ready and Performance Matters as platforms for schools to use for progress monitoring
- 5.a. The district is identifying potential members of the district EWS team
- 5.b. Principals presented EWS data during Data Conversations on 11/02/16, 11/03/16, 01/26/17, 02/02/17, and 02/06/17
- 5.c. The district will review the graduation initiative and publish a final plan in May 2017
- 5.d. The district MTSS specialist supports continuous improvement and implementation
- 5.h. The final version of the graduation initiative will be posted on the district website in May 2017 with reports published during Summer 2017