





















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	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	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; hired two graduation coaches for the 2017-18 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; 4/25/17, 4/26/17, A.V.I.D Institute-Summer 2017, JFG training-August 2017
- 1.c. Met with Amber Brundage from USF on 12/15/16 for initial meeting; draft indicators and thresholds were developed prior to the 2017-18 school year and attendance thresholds are being implemented and monitored along with course performance thresholds in some grade levels
- 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 and 2017-18 school years
- 1.f. Applied for Jobs for Florida's Graduates through The Florida Endowment Foundation for Florida's Graduates; during 2017-18 the district is implementing grants including JFG, 21st Century, SIG3, SIG4, and UniSIG that support off-track students
- 1.g. Individual schools are developing tracking tools for students and some schools had 1:1 parent meetings during Summer 2017 with students in the 12th grade cohort
- 1.h. District has updated the requirements page on our website and is supporting school efforts
- 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; attendance training on 4/25/17, 4/26/17
- 2.c. Graduation coaches will present to guidance counselors in the Fall of 2017
- 2.d. Initial training provided on 05/04/16; attendance training on 4/25/17, 4/26/17, 6/8/17, administrators were supported with developing reading intervention plans for the 2017-18 school year
- 2.g. Graduation coaches are working with schools to develop incentive programs for attendance and supporting and promoting the JFG classes
- 3.a. District is developing vertically aligned pathways for the 2017-18 school year; district implemented some new pathways for 2017-18 and expanded acceleration at secondary levels
- 3.b. District has implemented a leadership techniques course for 9th grade students
- 3.c. The district uses the Cognitive Abilities Test (CogAT) as a universal screener; screener is administered to Grade 1 students

- 3.d. The district is partnering with Georgia Pacific to implement a new CTE program for the 2017-18 school year; district added Welding at IHS and Advanced Manufacturing at CCHS, PHS, and IHS for the 2017-18 school year
- 3.e. The district is exploring options for AVID at the elementary level; district added AVID at Moseley Elementary and C.H. Price Middle
- 3.f. The district successfully recruited teachers for the new CTE programs for 2017-18
- 3.g. District successfully partnered with businesses to implement Advanced Manufacturing and partners with local colleges/universities for Dual Enrollment and the Collegiate High School programs
- 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; district participates in *Boys Can* and *Girls Can* at SJRSC
- 3.i. The district organized a high school showcase and Palatka High School organizes a college night each year
- 3.j. District leaders have started the research phase
- 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; Data Conversations are scheduled throughout the 2017-18 school year
- 5.c. The district will review the graduation initiative and publish a final plan in May 2017; graduation initiative is published on the district website, graduation initiative informed revisions to the district Strategic Plan
- 5.d. The district MTSS specialist supports continuous improvement and implementation; district is seeking funding for a new district MTSS specialist due to budget cuts

- 5.g. Evaluation occurred prior to the 2017-18 school year and resulted in revised responsibilities based on new school assignments
- 5.h. Implementation Status Reports are posted on the district website
- 5.i. The final version of the graduation initiative will be posted on the district website in May 2017 with reports published during Summer 2017; the graduation initiative and reports are posted on the district website, the district created an attendance pamphlet to promote our attendance initiatives, and the district developed an attendance logo for the 2017-18 school year