













































## 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	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	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; hired two graduation coaches for the 2018-19 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; 04/25/17, 04/26/17, A.V.I.D Institute-Summer 2017, JFG training-Aug 2017; Career Shines 11/15/17, attended ESSEI Conference-Dec 2017, attendance training 12/12/17, JFG Webinar on 01/12/18, Counselor's Conference 01/30/18, training on 03/14/18; A.V.I.D Institute-Summer 2018, district meetings on 8/8/18, 8/13/18; training on 10/18/18, participated in Coach to Lead, Project 10 training on 04/18/19
- 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; course performance thresholds for all grade levels are being developed for the 2018-19 school year
- 1.d. Examples of programs at some schools include Check and Connect, Camp Osprey, North Point Youth, Boyz II Men Mentoring Project, Men of Moseley, Up and Up Mentoring, Bigs and Littles
- 1.e. TA periods were included in master schedules at all middle and high schools during 2016-17, 2017-18, and 2018-19 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, 21<sup>st</sup> Century, SIG3, SIG4, and UniSIG that support off-track students; Schools of Hope grant awarded in Jan 2018; JFG grant awarded for the 2018-19 school year, district continues to implement 21<sup>st</sup> Century, SIG3, SIG4, UniSIG, and Schools of Hope; JFG grant awarded for the 2019-20 school year with expansion into middle schools
- 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 12<sup>th</sup> grade cohort; mailed mid-year graduation status reports during 2017-18; mailed graduation status reports and held individual parent/student meetings during Summer 2018; monthly parent meetings during the 2018-19 school year, mailed mid-year graduation status reports
- 1.h. District has updated the requirements page on our website and is supporting school efforts; district staff supported credit evaluations at Putnam Edge; district Superintendent and graduation coaches present information and updates at civic organization meetings
- 2.a. District staff including school improvement specialists, graduation coaches, and content specialists provide support to schools; the Department of Student Services is providing support for schools with mental wellness counseling and MTSS
- 2.b. Training provided on 05/04/16 and 10/25/16; attendance training on 04/25/17, 04/26/17; attendance training on 12/12/17

- 2.c. Graduation coaches will present to guidance counselors in the Fall of 2017; graduation coaches provided training on 12/15/17, 02/16/18
- 2.d. Initial training provided on 05/04/16; attendance training on 04/25/17, 04/26/17, 06/08/17, administrators were supported with developing reading intervention plans for the 2017-18 school year; attendance training on 12/12/17; administrators were supported with developing reading and math intervention plans for the 2018-19 school year; Project 10 training on 04/18/19, administrators have been trained and provided feedback on changes to reading intervention decision trees and coding
- 2.e Graduation coaches led presentations on graduation requirements in Spring 2018 for all 5<sup>th</sup> and 8<sup>th</sup> grade students throughout the district; district staff supported training at Putnam Edge; graduation coaches led presentations in Fall 2018 and Spring 2019 with 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade students throughout the district; support has been provided at Putnam Edge
- 2.f Graduation coaches are supporting problem solving teams at the high schools
- 2.g. Graduation coaches are working with schools to develop incentive programs for attendance and supporting and promoting the JFG classes; during the 2017-18 school year all schools implemented incentive programs for increasing attendance; graduation coaches continue to support schools with incentive programs in 2018-19; district has increased student recognition at school board meetings, ongoing presence on social media platforms celebrating student successes, publication of *Around the District* newsletter
- 2.h. District has provided training on expectations for standards-based learning targets and is currently developing horizontal alignment across the district with common assessments
- 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; for the 2018-19 school year the district has equitable access to advanced courses at all middle schools leading to college and career pathways at the high schools
- 3.b. District has implemented a leadership techniques course for 9<sup>th</sup> grade students; some schools are implementing additional transition programs; high schools implemented 8<sup>th</sup> to 9<sup>th</sup> grade transition activities in Spring 2018; students receive transition support through AVID, schools are planning summer transition programs for at-risk students
- 3.c. The district uses the Cognitive Abilities Test (CogAT) as a universal screener; screener is administered to Grade 1 students and students applying for acceleration programs
- 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; district is working to expand current CTE programs such as Advanced Manufacturing and Welding for the 2018-19 school year by offering additional levels; additional CTE program levels are being offered during 2018-19; district is developing a Public Service Academy for the 2019-20 school year



- 3.e. The district currently has AVID at C. L. Overturf, Jenkins Middle, Palatka High, Crescent City High and is exploring options for AVID at the elementary level; district added AVID at Moseley Elementary and C.H. Price Middle for the 2017-18 school year; district plans to add AVID at Mellon and Interlachen High for the 2018-19 school year; district has AVID programs at six secondary schools and two elementary schools for 2018-19; district plans to add AVID at Miller Middle for the 2019-20 school year
- 3.f. The district successfully recruited teachers for the new CTE programs for 2017-18; some grants were written with recruitment and retention strategies; district retained CTE programs and teachers for the 2018-19 school year
- 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; strategies to promote college and career readiness are being implemented in grades 5, 8; district has established partnerships with businesses through the JFG and CTE programs to promote internships, on-the-job training, and career placement for the 2018-19 school year
- 3.h. The district implemented the Freshman Transition Course as part of Get Focused...Stay Focused! for all 9<sup>th</sup> 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; students participated in the Northeast Florida Construction Career Day in Jacksonville; VyStar Credit Union organized a Financial Reality Fair utilizing community and business stakeholders at Palatka High, graduation coaches facilitated a Reality Fair for all 8<sup>th</sup> grade students across the district
- 3.i. The district organized a high school showcase and Palatka High organizes a college night each year; all high schools are providing parent night opportunities; all schools were required to promote their academic pathway options for the 2018-19 school year
- 3.j. District leaders have started the research phase; a team of district leaders attended the Ford NGL Winter Conference in Feb 2018 to learn more about career academies; in Summer 2018 selected school administrators attended the Southern Regional Education Board Conference, Palatka High has created career clusters for 2018-19 registration; Palatka High and Crescent City High have created initial career academies for 2019-20 registration, district staff have been seeking legislative appropriations and grant funds to increase the availability of career academies to students in the future
- 4.a. The district is exploring the possibility of using an EWS Platform in Performance Matters; district has student level thresholds for EWS in Performance Matters; district is exploring another option for EWS reporting
- 4.b. The district is partnering with NEFEC to have Ed-Fi CODE ready to fully implement during the 2017-18 school year; the current platform has been discontinued and the district is collaborating with NEFEC on an alternative
- 4.c. Ed-Fi CODE training for district administrators and staff was provided on 01/18/17; a district team attended the 2<sup>nd</sup> Annual Florida CODE Summit on 01/31/18; the current platform has been discontinued and the district is collaborating with NEFEC on an alternative

- 4.d. The current platform has been discontinued and the district is collaborating with NEFEC on an alternative
- 4.e. The current platform has been discontinued and the district is collaborating with NEFEC on an alternative
- 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; district staff continue to improve their knowledge of data platforms and explore options for improved use throughout the district; district staff members are engaging in conversations with a company to provide predictive analytics around EWS and on-time graduation
- 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; district is planning to implement a new assessment program in secondary math for the 2019-20 school year
- 5.a. The district is identifying potential members of the district EWS team; the district EWS Team met on 11/08/17, 12/12/17, 01/18/18, 06/25/18, 04/09/19
- 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; principals presented EWS data during Data Conversations on 11/01/17, 11/06/17, 01/30/18, 02/01/18; school and district leaders participated in *K-12 Lift* Data Analysis sessions in July, August, and September 2018, principals presented data targets during Data Conversations on 09/21/18; principals presented EWS data during Data Conversations on 11/13/18, 11/14/18, 02/13/19, 02/14/19, school and district leaders continued working with *K-12 Lift* on analyzing mid-year data
- 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 and informed revisions to the district Strategic Plan; the district continues to monitor and publish graduation initiative data through reports on the district website; district plans to review all of the graduation initiative strategies and develop new reporting in Summer 2019
- 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; district funded an MTSS specialist who is currently reviewing our process and barriers to implementation; MTSS has moved under our new Department of Student Services to increase effectiveness
- 5.e. The district is currently drafting proposed changes for the 2018-19 school year; the district is making changes to the student progression plan for the 2019-20 school year
- 5.f. The district is currently drafting proposed changes for the 2018-19 school year; the district implemented a new attendance policy for 2018-19

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; Graduation Rate Targets and Outcomes 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; the district developed an attendance logo for the 2017-18 school year; the Superintendent holds Advisory Council Meetings in each region of the county; district initiatives and results are published in the Project Putnam quarterly report compiled by State Representative Yoho's office; the Superintendent has been gathering stakeholder input as part of the strategic planning process, our Public Information Officer has significantly increased positive communication and our presence on social media platforms